

P C Wren's

Grammar

Class

6



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P C Wren's

Grammar

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Revised By
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This book belongs to:

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Preface

P C Wren's Grammar is the revised edition of the highly successful series and is based on user feedback. A set of eight English grammar textbooks for classes 1 to 8, the series, acknowledged as one of the best and most authoritative of traditional grammars, has been specially designed to meet the needs of the learners in the primary and middle schools today.

P C Wren's Grammar provides ample guidance and practice in sentence building, correct usage, comprehension, composition and other allied areas to equip the learners with the ability to use the English language effectively in real-life situations.

The series aims at simplicity of language in its treatment of each topic with multiple examples, reinforced by extensive drills. The sections on comprehension and composition set out to help the learners put their knowledge of grammar to more practical use and widen their communicative abilities.

Special features of *P C Wren's Grammar*

- Includes **carefully graded** material across the series with special focus on structure and usage
- Spiral gradation leading to **cumulative learning** as learners progress through classes, and revisit certain topics, with more depth and complexity
- Less analysis, **more examples** and **exercises**
- Ample **activity-based material** to enhance creative skills and make learning enjoyable
- **Comprehension passages** for enhancing reading skills and the ability to draw inferences
- **Composition exercises** with solved examples and scaffolding to encourage independent writing
- A special section on **vocabulary** with extended drilling of **spellings** and **usage of words**
- **Pair work** and **group work** to make the learning process interesting
- **Listen** and **speak** section to hone the oral-aural skills of the learners and provide a more wholesome exposure in the learning of the English language
- **Revision sections**, three in each book, to help in the recapitulation and evaluation of what has been learnt
- **Teacher's Manual** for each textbook, with answer keys to the exercises and additional worksheets to facilitate the teaching process

It is sincerely hoped that this need-based series, enlivened by colourful illustrations, will be appreciated by both children and teachers alike. Further suggestions and feedback for improving the books will be received gratefully.

Course Design

Spiral gradation of Grammar topics, with a variety of exercises for reinforcement.

4

Adjectives

We know, describing-words are called **adjectives**. (Adjective means added to.) They are so called because they add something to the meaning of a noun.

Adjectives are of various kinds.

ADJECTIVES

Adjectives of Quality Tell about the quality of nouns	Adjectives of Quantity/Number Tell about the quantity or number of nouns	Demonstrative Adjectives Point out nouns	Interrogative Adjectives Ask question about nouns	Possessive Adjectives Show possession of nouns
---	--	--	---	--

ADJECTIVES OF QUALITY

Read these sentences:

- Hamid was a *great* soldier.
- Mumbai is a *big* city.

The word *great* is an adjective which tells *what kind of* soldier Hamid was.

The word *big* is an adjective which tells *what kind of* city Mumbai is.

Definition

Adjectives, which tell us of *what kind* a person or thing is, are called adjectives of quality. Since they describe a person or thing, they are also called **descriptive adjectives**.

Adjectives of quality answer the question 'Of what kind?'

28

Words

HOMONYMS, HOMOPHONES AND HOMOGRAPHS

Study the following table.

Homonyms	Homophones	Homographs
<i>Multiple meaning words with same spelling and pronunciation</i>	<i>Words that sound alike but have different meanings and spellings</i>	<i>Same spelling, different pronunciation, different meanings</i>
bat the night animal... the baseball bat...	to fetch a pail of water her face turned pale	desert (di'z3:(r)t) = abandon desert (dez3t) = dry land
suit yourself... wore a suit...	I want to go two I like it too One plus one is two	bass (b3ss) = fish bass (b3se) = instrument
weigh on the scale... scale the wall...	Get up son the sun is high in the sky	close (kloos) = nearby close (kl3z) = to shut
the price is fair ... go to the fair ...	write the right thing	bow (bau) = to bend down bow bau = ribbon

Words provides varied tasks to help build the vocabulary and practise spellings.

Activity/Pair work to develop the learner's interest in the concepts learnt.

Group Work

Make questions from this table. Take turns to ask and answer the questions.

Have you ever	seen travelled been to	by plane? a tiger? a zoo? a circus? the Taj Mahal?
---------------	------------------------	--

Example:
Student A: Have you ever seen the Taj Mahal?
Student B: No, I have never seen it./Yes, I have seen it once/ twice/several times.

Activity

Look at the pictures below and describe what the people are doing. Begin each sentence with *He/She/They* and use the **present continuous tense**. One has been done for you.

He is picking a flower (or: flowers).

1.

2.

3.

4.

5.

6.

7.

8.

Comprehension exercises to reinforce reading skills and contextual practice.

II. Read the following passage carefully.

Our forests are important sources of natural wealth. They supply timber for the railways, building houses, and making furniture. They also supply fuel for cooking, and bamboo for making paper. Many medicinal herbs also come from forests.

In the olden days our saints and yogis had their ashrams in the forests. These ashrams were centre of knowledge and learning. Unfortunately, forests have been ruthlessly cut down in the past few years. While the forests are disappearing, the demand for timber is growing. It is in fact the need of the hour to protect and preserve forests.

'Vanamahotsava' is observed for a week in July every year. During this week, lakhs of saplings are planted throughout the country. This is being done to restore the fast disappearing forests.

A. On the basis of your reading of the above passage, answer the following questions:

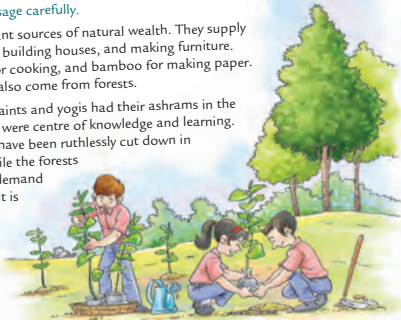
- Write any two reasons why we need timber.
- Who used to stay in the forests in the olden days?
- Why is Vanmahotsava observed?
- What is supplied by the forest that we need to make paper?
- What do we do during Vanmahotsava?

B. Find words or phrases from the passage that mean the same as the following.

- to do something without mercy or pity
- bring back
- vanishing
- a small plant

C. State whether the following statements are true (T) or false (F).

- Forest supply fuel for cooking and bamboo for making paper. _____
- Medicinal herbs come from factories. _____
- With the forests disappearing, the demand for Timber is also decreasing. _____
- Vanamahotsava is observed for a week in July every year. _____



Exercises

1. Listen carefully to announcement your teacher reads out in the class.

Now answer the following questions:

- What is the train number?
- What is the name of the train?
- Where is the train going?
- From which platform will the train leave?
- At what time will the train leave?

You want to announce in the assembly that the school is going to hold a drawing competition on the world Environment day. Make the announcement in front of the class. Give details of the competition and ask students to check the notice board for further details.

2. Listen to the conversation between a doctor and a patient.

Now answer the following questions.

- What is the name of the doctor?
- What has happened to Mr Anik?
- What does the thermometer show?
- What does the doctor advise Anik to eat?
- What does the doctor ask Anik to do if the fever doesn't come down?

Role play the conversation.

3. Listen to the passage about tigers that your teacher will read out in the class.

Now fill in the blanks based on what you heard just now.

Tigers belong to the (a) _____ family. The male tiger's body grow (b) _____ long and its (c) _____ is one meter long. Tigers are found in (d) _____. Tigers are becoming rare because (e) _____ them. The animals that the tigers prey on are (f) _____. The tiger uses its (g) _____ to stab the prey. A tiger's growl can be heard from a distance of (h) _____. The colour of a tiger's eyes is (i) _____ but a (j) _____ has blue eyes.



Listen and Speak includes a variety of tasks to hone the oral-aural skills of the learners.

Composition exercises to encourage pupils to write independently.

Exercises

- The picture given below shows two girls helping a smaller girl. Write a story based on it. You may use the following points.

- How does the older girls help her?
- How does the younger girl feel?
- What happens to the younger girl in the end?
- Give a suitable title to your story.



- Look at the comic strip. Write a story based on your understanding of what the pictures depict.



Revision Test 3

A. Underline the *adverbs* in the following sentences and state their kind.

- Raman plays cricket well.
- He arrived quite early.
- He often comes here.
- He ran fast to catch the bus.
- Ramesh works very hard.
- We will meet him tomorrow.
- John laughed loudly.
- Where do you live?



B. Complete the sentences with appropriate *prepositions*.

- You must watch _____ an opportunity.
- The old woman is weary _____ life.
- Attend _____ your work.
- I will comply _____ your request.
- Allow me to remind you _____ your promise.
- I must inquire _____ the matter.
- I congratulate you _____ your success.
- I beg to differ _____ you.

C. Which of the italicised words are *prepositions* and which *conjunctions*? Give reasons for your answer.

- He went *after* I came.
- The dog ran *after* the cat.
- We shall stay here *till* you return.
- Stay *till* Monday.
- Look *before* you leap.
- He stood *before* the door.
- We have not seen him *since* yesterday.
- He has been here *since* you left.



Revisions to reinforce and assess the learner's understanding of the concepts learnt.



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Detailed Contents

1.	Sentences	Definition; Phrases, subject and predicate
2.	Nouns	Types: proper noun, common noun, abstract noun, collective noun; countable and uncountable nouns
3.	Nouns: Number	Singular and plural number; rules for forming plurals
4.	Adjectives	Types: quality, quantity, demonstrative, interrogative, possessive; comparison of adjectives
5.	Articles	Use of <i>a</i> , <i>an</i> and <i>the</i> , omission of articles, exceptions
6.	Pronouns	Types: personal: person, case, gender, number, possessive, relative, emphatic, reflexive, demonstrative, indefinite, distributive, interrogative
	Revision Test 1	Revision exercises of units 1–6
7.	Auxiliary and Modal verbs	Use of auxiliary verbs; use of modal verbs
8.	Verbs: Finite and Non-finite	Finite and non-finite: definition, function of infinitive; bare infinitive; participles; function of gerund
9.	Tenses	Simple present; present continuous; present perfect; present perfect continuous; simple past; past continuous; simple future
10.	Transitive and Intransitive Verbs	Object of verbs, transitive and intransitive verbs, direct and indirect objects, ditransitive verbs
11.	Voice	Definition; rules for changing voice
12.	Subject-Verb Agreement	Rules: singular and plural verbs
	Revision Test 2	Revision exercises of units 7–12
13.	Adverbs	Types: manner, place, time, frequency, degree, interrogative; degrees of comparison
14.	Prepositions	Preposition and its object; <i>in</i> , <i>on</i> , <i>at</i> , <i>since</i> , <i>for</i> , <i>till</i> , <i>to</i> , <i>with</i> , <i>by</i> , <i>in</i> , <i>within</i> ; position of prepositions
15.	Conjunctions	<i>And</i> , <i>or</i> , <i>but</i> ; correlative conjunctions: <i>both—and</i> , <i>either—or</i> , <i>neither—nor</i> , <i>whether—or</i> , <i>not only—but also</i>

16.	Punctuation	Usage: full stop, comma, semicolon, colon, question mark, exclamation mark, quotation marks, capital letters, apostrophe
17.	Direct and Indirect Speech	Rules for changing direct speech into indirect speech; assertive, interrogative, imperative, exclamatory
	Revision Test 3	Revision exercises of units 13–17
18.	Comprehension	Factual and inferential questions; poetry comprehension; data interpretation
19.	Paraphrasing and Summary	Features, examples, exercises
20.	Picture Composition and Comic Strips	Features, examples, exercises
21.	Paragraph Writing	Narrative, factual, imaginative
22.	Writing Messages	Features, examples, exercises
23.	Writing Notices	Features, examples, exercises
24.	Report Writing	Newsreport, school events reports, sports reports
25.	Diary Entry	Features, examples, exercises
26.	Letter Writing	Formal, informal
27.	Invitations	Formal, informal
28.	Words	Homonyms, homophones, homographs; collocations; phrasal verbs; words often misused; spellings
29.	Listen and Speak	Listening to story/poems and completing exercises; making announcements, enacting the given scene; discussions, speeches
	Listening Text	Text for listening exercises

1

Sentences

When we speak or write, we use words.

We use these words in groups.

When a group of words makes *complete sense*, we call it a **sentence**; as,

- Little Jack Horner sat in a corner.
- The girl is reading.
- Look at my kite.
- Why are you standing here?



Definition

A **sentence** is a group of words which makes complete sense.

Sometimes a group of words may make some sense but not complete sense. Such a group of words is called a **phrase**. A phrase can be long or short but it does not contain a subject completing an action, as,

- a red fox
- in the town
- a piece of cake

Exercise 1

Which of the following groups of words are sentences, and which are phrases? Write P for phrases, and S for sentences in the given boxes.

1. My friend Rama.
2. The wind is cold.
3. Barking dogs.
4. She is a good girl.
5. Behind the door.
6. Birds fly.

7. The express bus.
8. On the desk.
9. Fire burns.
10. My sister and my brother.
11. In the fridge.
12. The phone rang.

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Definition

A **phrase** is a group of words that stands together as a single unit, typically as part of a sentence.

SUBJECT AND PREDICATE

Every sentence that we speak or write consists of two parts.

1. We must talk about some *person* or *thing*, when we talk.
2. We must *say* something about that person or thing.

In other words, we must have a *subject* to talk about and we must *say* or *predicate* something about that subject.

Notice how the following sentences are divided into *subject* and *predicate*.

Subject	Predicate
Birds	fly.
Cows	eat grass.
The horse	is white.
Old Mother Hubbard	went to the cupboard.



Definition

In grammar, the **subject** is that part of a sentence about which something is said.

What is said about the subject is called the **predicate**.

Exercise 2

Divide each of the following sentences into *subject* and *predicate* by putting a slash (/).

1. The carriage is at the door.
2. London is on the Thames.
3. Abdul has gone.
4. Rama was punished.
5. Some bad boys smoke cigarettes.
6. He goes to church on Sundays.
7. The village master taught his little school.

8. A barking sound the shepherd hears.
9. Into the street the Piper stepped.
10. My new watch keeps good time.

A sentence may consist of a single word, like 'Run!' or 'Answer'. In such a case, it is clear that one part of the sentence is implied. This part is the subject.

If I shout 'Run' to you, I mean 'You run.'

If you knock at my door, and I say 'Come in,' I mean 'You come in,' although I omit the subject, 'You'.

Exercise 3

The following groups of words have no subjects. Give each one a *subject* and complete the sentences.

1. _____ is sweet.
2. _____ caught a mouse.
3. _____ has three windows.
4. _____ love little pussy.
5. _____ like milk.
6. _____ build nests.
7. _____ is crowing.
8. How well _____ sings!
9. _____ is ringing.
10. Once upon a time there lived _____.



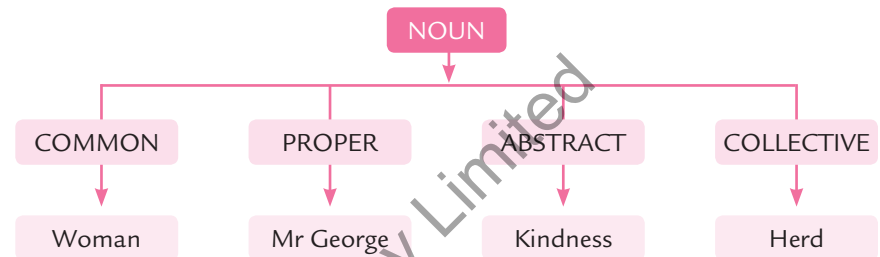
Group Work

- A. Say something about the following subjects.
Rama, cows, Mumbai, birds, the sun, the television, Mahatma Gandhi
- B. Read your sentences to each other in groups of five and discuss which sentences are correct or the best.

2

Nouns

We know that a noun is the name of a person, animal, place or thing. There are four kinds of nouns:



COMMON AND PROPER NOUNS

Read the sentences below:

- *Hari* made twenty runs.
- He is yet a *boy*.

Hari is the name of one *particular* boy. *Hari* is his *own* *special name*, and is therefore called a **proper noun**.
(*Proper* means *one's own*.)

The name *boy* may be given to any boy. It is a name *common* to all boys. It is, therefore, called a **common noun**.

Exercise 1

Underline the *proper nouns* and circle the *common nouns* in the following sentences.

1. Abdul and Latif are brothers.
2. Mr Lal is flying to Singapore on Friday.
3. Delhi is the capital of India.
4. The Geeta and the Quran are holy books.

5. Mother Teresa Girls' High School has brilliant students.
6. Nelson is famous for his victory at Trafalgar.



Note

A proper noun always begins with a capital letter.

ABSTRACT NOUN

Read the sentence below:

- The boy showed great *courage*.

We can see the *sun*; we can touch a *book*; but can we see or touch *courage*? No; it is the name of something that we can only think of. Such a name is called an **abstract noun**.

Exercise 2

Underline the *abstract nouns* in the following sentences.

1. He lost his parents in childhood.
2. The elephant has great strength.
3. They groped their way through darkness.
4. The wall is twenty centimetres in thickness.
5. Warmth is necessary for life.
6. Rama's words filled Sita's heart with gladness.
7. The streets of this town are noted for their crookedness.
8. Without health there is no happiness.
9. Wisdom is better than strength.
10. I often think of the happy days of childhood.



Definition

A **proper noun** is the special name of a particular person or place; as,

Abdul, Rama, Sita, Shirin,
Mumbai, Kolkata, London.

A **common noun** is a name given in common to every person or thing of the same class or kind; as,

man, woman, boy, girl,
cow, horse, town, country,
book, desk.

An **abstract noun** is the name of something that we can only think of; as,

sweetness, weakness,
pity, hope, doubt, greed,
childhood, misery, honesty,
sleep, death.

A **collective noun** is the name of a number of people or things considered as one; as,

herd, flock, crowd, team,
army.

COLLECTIVE NOUN

Read the sentences below:

- I met a *herd of elephants* in the way.
- A *flock of swans* flew across the sky.
- The *army* defeated the enemy in the border.
- A great cheer went up from the *crowd*.

When a noun is the name of a number (or collection) of persons or things considered as one, such as, *class*, *army*, *crowd*, *flock*, it is called a **collective noun**.

The words *herd*, *army*, *crowd* and *flock* are collective nouns, because they are the names given to a *collection* of nouns— elephants, sheep or goats, birds, soldiers, people.



Exercise 3

Underline the *nouns* in the following sentences and say whether they are *common*, *proper*, *abstract*, or *collective*. Write C for common, P for proper, A for abstract, and Co for collective nouns.

1. A cold wind blew last night.
2. The girl has a sweet voice.
3. Agra has many fine buildings.
4. There was a large crowd in the street.
5. The child has caught a cold.
6. Are you speaking the truth?
7. Columbus discovered America.
8. Mumbai is a big city.
9. A florist sells flowers.
10. Solomon was famous for his wisdom.
11. He treats his children with great kindness.
12. The people who live in Holland are called Dutch.

COUNTABLE AND UNCOUNTABLE NOUNS

Another classification of nouns is whether they are 'countable' or 'uncountable'.

Countable nouns (or **countables**) are the names of things which we can count, e.g., book, pen, computer, apple, flower. We say 'one book', 'two books', 'five books', etc. Countable nouns can be singular or plural.

Uncountable nouns (or **uncountables**) are the names of things which we cannot count, e.g., milk, rice, petrol, electricity, gold, honesty, friendship. We cannot say 'one milk', 'two milks', 'five milks', and so on. Uncountable nouns do not have plural forms. Abstract nouns and names of substances are uncountable in most cases.

Exercise 4

Say which of the following nouns are *countable* and which *uncountable*. Write C for countable and UC for uncountable in the given boxes.

- | | | | | | | | |
|-----------|--------------------------|----------|--------------------------|---------------|--------------------------|---------------|--------------------------|
| 1. chair | <input type="checkbox"/> | 2. house | <input type="checkbox"/> | 3. water | <input type="checkbox"/> | 4. cup | <input type="checkbox"/> |
| 5. wheat | <input type="checkbox"/> | 6. music | <input type="checkbox"/> | 7. song | <input type="checkbox"/> | 8. cleverness | <input type="checkbox"/> |
| 9. cotton | <input type="checkbox"/> | 10. film | <input type="checkbox"/> | 11. happiness | <input type="checkbox"/> | 12. telephone | <input type="checkbox"/> |

Exercise 5

Add *nouns* in the blank spaces.

1. _____ crow in the morning.
2. _____ should obey their parents.
3. The cow gives us _____.
4. _____ is wealth.
5. _____ is the capital of India.
6. He was bitten by a _____ of bees.



3

Nouns: Number

Note the following sentences:

- A bird builds a nest in a tree.
- Birds build nests in trees.

In the first sentence, the nouns are in the **singular number**.

In the second sentence, the nouns are in the **plural number**.



Definition

Any noun standing for one person or thing is said to be in the **singular number**; as, boy, man, donkey, chair, desk.

Any noun standing for more than one person or thing is said to be in the **plural number**; as, boys, men, donkeys, chairs, desks.

Exercise 1

Underline the **nouns** in these sentences. State whether the noun is **singular** or **plural**.

1. The boys are writing in copybooks. _____
2. A little girl is playing with her friends. _____
3. Cows give milk. _____
4. There are many houses in this street. _____
5. There are five cups on the table. _____
6. The room has four walls and two doors. _____
7. All the inkpots are new. _____
8. I have three balls, but only two bats. _____
9. There are seven days in a week. _____
10. This book has sixty-four pages. _____

Formation of plural nouns

1. By adding **-s** to the singular; as,
boy → boys; girl → girls; dog → dogs; horse → horses; chair → chairs.
2. By adding **-es**, if the noun ends in **-s**, **-sh**, **-ch** (soft) or **-x**; as,
bus → buses; glass → glasses; brush → brushes; bench → benches; box → boxes
3. By changing **y** into **i** and adding **-es**, if the **i** comes after a consonant; as,
pony → ponies; lady → ladies; fly → flies; city → cities.
4. By changing **-f** into **-v** and adding **-es**; as,
thief → thieves; knife → knives; calf → calves; leaf → leaves.
5. By a change of vowel; as,
man → men; woman → women; foot → feet; tooth → teeth; mouse → mice.
6. By adding **en**; as, ox → oxen; child → children.
7. There are some nouns that are used only in the plural; as,
scissors, spectacles, shorts, trousers, jeans, tights, pyjamas.
8. There are some nouns that have the same singular and plural forms; as,
deer, ship, fish, aircraft.
9. Some nouns have no plural form, as,
scenery, furniture, paper, wood, iron, advice, innings, news and information.
10. There are nouns which are considered only in the singular form; as,
mathematics, physics, economics, cattle, people.

Exercise 2

Write the *plural* of each of the following.

- | | | | |
|---------------|-----------------|----------------|-------------------|
| 1. baby _____ | 2. branch _____ | 3. bush _____ | 4. wolf _____ |
| 5. army _____ | 6. loaf _____ | 7. goose _____ | 8. face _____ |
| 9. wife _____ | 10. child _____ | 11. fox _____ | 12. buffalo _____ |

Exercise 3

Put a tick (✓) to the correct sentences and cross out the wrong ones.

- | | | | |
|---------------------------------------|--------------------------|--|--------------------------|
| 1. Where are the scissors? | <input type="checkbox"/> | 2. Give my pant. | <input type="checkbox"/> |
| 3. They saw three deer. | <input type="checkbox"/> | 4. The news is true. | <input type="checkbox"/> |
| 5. Physics is an interesting subject. | <input type="checkbox"/> | 6. All the furniture of my house are made of wood. | <input type="checkbox"/> |

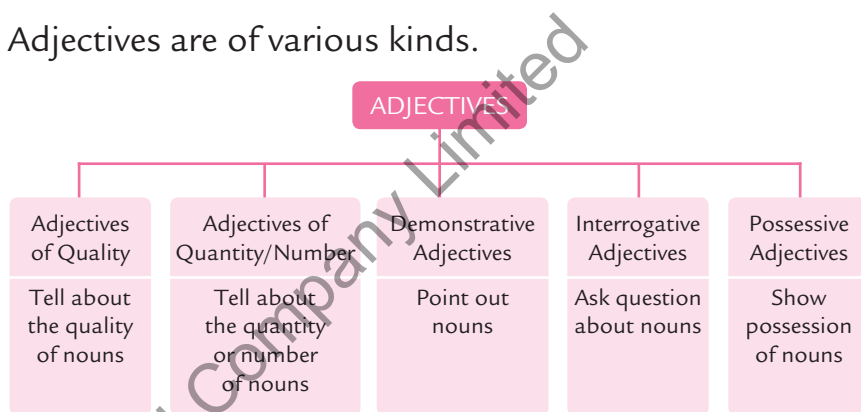


4

Adjectives

We know, describing-words are called **adjectives**. (Adjective means added to.) They are so called because they add something to the meaning of a noun.

Adjectives are of various kinds.



ADJECTIVES OF QUALITY

Read these sentences:

- Hamid was a *great* soldier.
- Mumbai is a *big* city.

The word *great* is an adjective which tells *what kind* of soldier Hamid was.

The word *big* is an adjective which tells *what kind* of city Mumbai is.



Definition

Adjectives, which tell us of *what kind* a person or thing is, are called **adjectives of quality**. Since they *describe* a person or thing, they are also called **descriptive adjectives**.

Adjectives of quality answer the question 'Of what kind?'

Exercise 1

Underline the *adjectives of quality* in the following sentences.

1. I know a funny little man.
2. His hair is crisp, and black, and long.
3. King Francis was a hearty king, and loved a royal sport.
4. Rahul Dravid is a brilliant batsman.
5. A barking sound the shepherd hears.
6. The way was long, the wind was cold, the stage performer was infirm and old.
7. There were bad mistakes in the exercise, and it was written on dirty, grey paper with thin, cheap ink.
8. I like the little pedlar who has a crooked nose.

ADJECTIVES OF QUANTITY/NUMBER

Read these sentences:

- Four boys ran down the street.
- He has *much* money.
- Shakespeare wrote *many* plays.
- There are *twenty* boys in this class.
- There is *little* hope of victory.
- I want *some* money.

Some adjectives tell the *number* or *amount* of the noun.

Adjectives of quantity answer the question 'How many?' or 'How much?'



Definition

Adjectives, which tell us *how many* or *how much*, are called *adjectives of quantity*.

Exercise 2

Underline the *adjectives of quantity/number* in the following sentences.

1. Step back three paces.
2. I have told you this many times already.
3. I speak these few words to all men.
4. He is ninety years of age.
5. I bought some bananas.
6. Did you get many marks?
7. Mary has six books in her bag.
8. He made five goals during the third match of the season, in spite of little training and some illness.

DEMONSTRATIVE ADJECTIVES

Read these sentences:

- Come and look at *this* snake.
- Look at *that* tree.

- I like *these* bananas.
- I want *those* mangoes, not the others.
- What is *that* girl writing?
- I hate *such* things.

The words in italics in the above sentences are used to point out the thing or person spoken about.

Demonstrative adjectives answer the question 'Which?'



Definition

Adjectives that point out a noun are called **demonstrative adjectives**.

Exercise 3

Underline the **demonstrative adjectives** in the following sentences.

1. I don't like those friends of yours.
2. That dog bit me.
3. Is this book the one you want?
4. Oh! Do look at that funny kitten.
5. Would you like these bananas?
6. Do you think these boots would fit you?

INTERROGATIVE ADJECTIVES

Read these sentences:

- *What* manner of man is he?
- *Which* banana do you want?
- *Which* way shall we go?

In the above sentences the adjectives *what* and *which* ask questions about the noun. They are therefore called **interrogative adjectives**.



Definition

Adjectives such as *what*, *whose*, *where*, *why*, *how* and *which* that are used with nouns to ask questions are called **interrogative adjectives**.

POSSESSIVE ADJECTIVES

Read these sentences:

- This is *my* desk.
- That is *your* book.

In the above sentences the adjectives *my* and *your* are called **possessive adjectives**, because they tell whose a thing is.



Definition

Adjectives - *my*, *your*, *his*, *her*, *its*, *our*, *your*, *their* - that show possession of the noun following it are called **possessive adjectives**.

Exercise 4

Underline the **interrogative** and circle the **possessive adjectives** in the following sentences.

1. My sister has misplaced her phone.
2. Don't sit on my chair.
3. Which is your class?
4. Which car is yours?
5. Who has taken my pencil?
6. Are these their books?
7. No, they are our books.
8. Which bat may I take?
9. What books have you read?
10. What is your name?
11. Which house is yours?
12. By which road did the policeman go?



COMPARISON OF ADJECTIVES

Note the following sentences:

- That man is *rich*.
- My uncle is *richer* than him.
- My father is the *richest* man in the town.

It is seen here that adjective *rich* changes in form (*rich*, *richer*, *richest*) to show *comparison*. Adjectives thus have three degrees—positive, comparative and superlative. These three forms are called the three **degrees of comparison**.



Definition

The Simple form of the adjective is called the **positive degree**; as, *rich*.

When comparing *two* objects we use the *comparative* form of the adjective. We call *richer* the **comparative degree** of *rich*.

When we compare *more than two* objects we use the superlative degree, as, *richest* the **superlative degree** of *rich*.

Note how the degrees of comparison of the following adjectives are formed:

	Positive	Comparative	Superlative
1. adding -er and -est	tall short bold young	taller shorter bolder younger	tallest shortest boldest youngest
2. adding -r and -st	noble fine brave large	nobler finer braver larger	noblest finest bravest largest
3. adding -ier and -iest	heavy pretty happy merry	heavier prettier happier marrier	heaviest prettiest happiest merriest
4. double last letter and adding -er and -est	fat big sad red	fatter bigger sadder redder	fattest biggest saddest reddest

Exercise 5

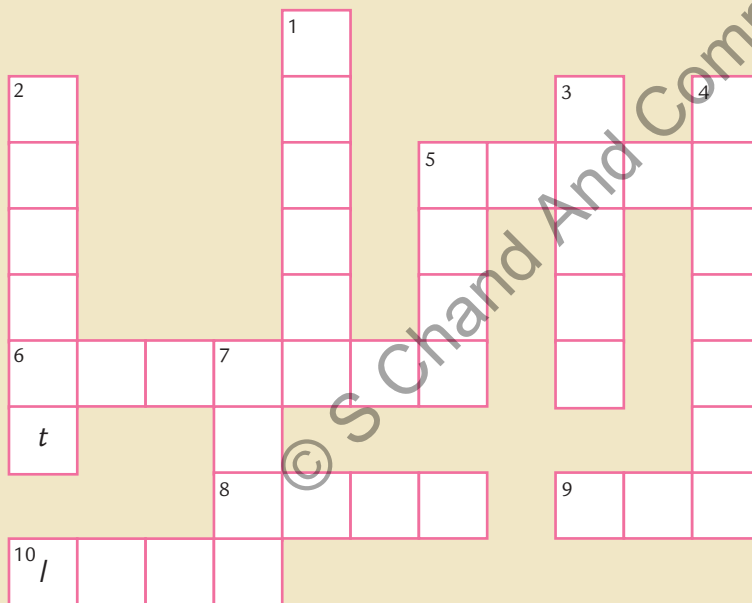
Fill in the blanks with the *correct form of the adjectives* given in the brackets.

1. Her ring is (pretty) _____ than mine.

2. Cheetahs are the (fast) _____ animals we can find.
3. Eating fruit and vegetables is (healthy) _____ than eating hot dogs.
4. I like milk (good) _____ than coffee.
5. China has (many) _____ people than any other country in the world.
6. The blue whale is the (heavy) _____ animal in the world.
7. Which is (big) _____, Portugal or Spain?
8. Buying things made from plastic is (bad) _____ than buying things from recycled paper.
9. The Nile is the (long) _____ river in the world.
10. Antarctica is one of the (cold) _____ places on Earth.

Activity

Can you solve this crossword? The words are all *adjectives*.



CLUES

Down

1. An _____ person is one who always tells the truth and never steals or cheats.
2. Opposite of 'dull'
3. Opposite of 'timid'
4. A person who has a lot of money
5. If you are _____, you will fail the exam.
7. Opposite of 'early'

Across

5. Opposite of 'small'
6. If you stop smoking, you will be _____.
8. A _____ friend is one who helps you when you really need help.
9. Opposite of 'wet'
10. A person who is not able to walk well because of injury to the legs or feet.



5

Articles

The words *the* and *a* (or *an*) are called **articles**.

USE OF A AND THE

Note the use of *a* and *the* in the following:

- I returned *the* pen. (*i.e.* some particular pen)
- I want *a* pen. (*i.e.* any pen)



Definition

The word *a* (or *an*) is called the **indefinite article**, because it leaves indefinite the person or thing talked about.

The word *the* is called the **definite article**, because it points out some particular person or thing.

Read the following sentences:

- A boy met *a* man with *an* elephant. *The* boy saw *the* man feed *the* elephant.
- *A* man once sailed on *a* ship to *an* island. *The* people of *the* island saw *the* man come off *the* ship.
- *A* traveller followed *a* path through *a* forest and came to *a* bridge over *a* river. He crossed *the* bridge over *the* river and was glad to leave *the* path through *the* forest behind him.

It will be seen that when we speak about a thing for the first time we generally use *a* (or *an*).

When we speak about the same thing again we generally use *the*.

Study the following examples:

- *The* postman is coming. (We know which postman.)
- *A* postman fell off his bicycle. (We don't know which postman.)
- Let's go to *the* park. (the park we usually go to)
- There is *a* park near Ideal School. (It is not clear which park.)



Note

As a general rule, we use *the* when it is clear from the context which person or thing we mean; we use *a/an* when it is not clear which one we mean.

OMISSION OF ARTICLES

Most proper nouns do not have an article. A few take *the*. They include the names of oceans (e.g. *the* Pacific), seas (e.g. *the* Black Sea), rivers (e.g. *the* Ganga), mountain groups (e.g. *the* Himalayas) and island groups (e.g. *the* West Indies).

No article is used before abstract nouns, and nouns of material with a general meaning; as,

- *Honesty* is the best policy.
- *Gold* is more precious than silver.

No article is used before the names of games; as,

- They are playing *cricket*.
- I play table *tennis* in the evening.

No article is used before the names of languages; as,

- He knows *Urdu*.
- He can speak *English* fluently.

No article is used before the names of meals in normal context.

- We had sandwich for *breakfast*.
- I will skip *lunch* today.

No article is used in certain phrases consisting of a transitive verb followed by its object; as,

- He took *offence*.
- His clothes caught *fire*.
- The enemies laid *siege* to the town.

No article is used in certain phrases consisting of a preposition followed by its object; as,

- | | | |
|------------|-------------|----------------|
| • at home | • at school | • by day |
| • by night | • by land | • by water |
| • in hand | • in bed | • on horseback |

USE OF A AND AN

An is used, instead of *a*, before a word beginning with a vowel sound.

- | | | |
|--------------------|------------------------|--------------------|
| • <i>an</i> axe | • <i>an</i> enemy | • <i>an</i> inkpad |
| • <i>an</i> office | • <i>an</i> orange | • <i>an</i> hour |
| • <i>an</i> heir | • <i>an</i> honest man | |



But we say: *a* European, *a* university, *a* union because these words begin with a consonant sound.

We use *a/an* (apart from its use referred to before)

1. in the sense of 'one', as in:
 - Please wait *a* minute.
2. to say what kind of thing or person something or somebody is, or somebody's job is, as in:
 - This is *a* useful book.
 - My aunt is *a* doctor.

USE OF THE

The is used before Common nouns which are names of things unique of their kind (that is, of which there is only one thing); as,

- *the* sun
- *the* moon
- *the* sky
- *the* earth.

The is used before common nouns when the name of an animal, plant, or other thing, is taken as a type of its class; as,

- *The* cow is a useful animal.
- *The* ostrich is a huge bird.
- *The* banyan is a kind of fig tree.

(Do not say, 'a kind of a fig tree.' This is a common error.)

The is used with adjectives which do the work of nouns; as,

- *The* poor are often happier than *the* rich.
- Honour *the* brave, feed *the* hungry, clothe *the* naked,
- Care for *the* fatherless.

The is used before superlative adjectives (like *best*, *tallest*) and adjectives like *first*, *second*, *third*, etc.

- Radha is *the* *cleverest* girl in the class.
- Jawaharlal Nehru was *the* first Prime Minister of India.

Exercise 1

Fill in the blank spaces with *a*, *an* or *the*.

1. He looks as stupid as _____ owl.
2. _____ peacock is _____ national bird of India.



3. The guide knows _____ way.
4. Honest men speak _____ truth.
5. Copper is _____ useful metal.
6. He is _____ honour to his country.
7. The children found _____ egg in the nest.
8. French is _____ easy language.
9. _____ sun shines brightly.
10. He is _____ untidy boy.
11. English is _____ language of _____ people of England.
12. I have come without _____ umbrella.



Exchange your answers with another student, and discuss the mistakes if any.

Exercise 2

Insert *articles* where necessary. One has been done for you.

1. I have not seen him since he was/child. _ a _
2. Umbrella is of no avail against thunderstorm. _____
3. How blue sky looks ! _____
4. The doctor says it is hopeless case. _____
5. I got a kilo of sugar from nearest grocer. _____
6. My favourite flower is rose. _____
7. What kind of bird is that? _____
8. There is nothing like staying at home for comfort. _____
9. Moon did not rise till after ten. _____
10. Wild animals suffer when kept in captivity. _____
11. You must take care of your health. _____
12. Set back clock; it is hour too fast. _____
13. The poor woman does not have rupee. _____
14. Sun rises in east and sets in west. _____

Read out your answers to each other in pairs or groups and discuss the mistakes if any.



6

Pronouns

We know that the words which are used *for* or *instead of* *noun* are called **pronouns**. Pronouns are of various kinds.

Kinds of Pronoun

- | | |
|-------------------------|---------------------------|
| 1. Personal pronouns | 2. Interrogative pronouns |
| 3. Indefinite pronouns | 4. Relative pronouns |
| 5. Possessive pronouns | 6. Reflexive pronouns |
| 7. Emphasizing pronouns | 8. Demonstrative pronouns |
| 9. Reciprocal pronouns | 10. Distributive pronouns |

PERSONAL PRONOUNS

Read these sentences:

- Did *I* not tell *you* to be punctual, Rama?
- *We* should always speak the truth.
- Why are *you* crying? Are *you* afraid of *me*?
- Let *us* go out for a walk.
- Some men are not honest. *They* steal things.
- Open this box. *It* is locked.
- *I*, *you*, *he*, and *she* will do *it* together.

The pronouns in the above sentences stand for the names of persons or things. Such pronouns are called **personal pronouns**.



Definition

A pronoun (*I*, *you*, *it*, or *they*) used instead of a noun that names a definite person or thing is known as **personal pronoun**.

Person

A pronoun referring to the person *speaking*, is said to be of the **first person**; as, *I, me, we, us*.

A pronoun referring to the person *spoken to*, is said to be of the **second person**; as; *you*.

A pronoun referring to the person or thing *spoken of*, is said to be of the **third person**; as, *he, him, she, her, it, they, them*.

Number, Gender and Case

Personal pronouns are used to represent specific people and things. This depends on number, person, gender and case.

Number

The table given below gives the singular and plural forms of pronouns.

	Singular	Plural
<i>First person</i>	I, me, mine	we, us, ours
<i>Second person</i>	you, yours	you, yours
<i>Third person</i>	he, him, his she, her, hers it	they, them, theirs

From the table it is clear that *you* and *yours* can be either singular or plural.

Gender

I, me, mine, we, us, ours, you, yours	- both masculine and feminine
he, him, his,	- masculine
she, her, hers	- feminine
it	- neuter, but also used for babies and animals
they, them, theirs	- all genders

Case

I, we, you, he, she, it, they	- used as subject (nominative case)
• I love the book.	• He loves the books.
me, us, you, him, her, it, them	- used as object (objective/accusative case)
• My brother loves me .	• My brother loves her .
mine, ours, yours, his, hers, theirs	- used to show possession (possessive case)
• This chair is mine .	• These chairs are ours .



Exercise 1

Underline the *personal pronouns* in the following sentences and say for what each stands.

1. The boy stood on the burning deck, whence all but he had fled.
2. No mate, no comrade Lucy knew; she dwelt on a wide moor.
3. O Alice Brand, my native land is lost for love of you.
4. Awake, awake, my little boy ! thou wast thy mother's only joy.
5. Behold her, single in the field, yon solitary Highland lass!

POSSESSIVE PRONOUNS

Read the following sentences and note the words in italics.

- This book is *mine*.
- That house is *ours*.
- This eraser is *hers*.

The words in italics show possession. They are called **possessive pronouns**. Possessive pronouns usually follow the nouns they refer to. They never come before the noun.



Definition

Words which show possession or relationship of a person or thing to another person or thing as *mine, ours, yours, his, hers, theirs* are **Possessive pronouns**.



Note

Apostrophes are not used in Possessive Pronouns.

✓ Yours × Your's

Exercise 2

Fill in the blanks with the correct *possessive pronouns*.

1. I gave her my phone number and she gave me _____.
2. I gave him my phone number and he gave me _____.
3. He gave her his phone number and she gave him _____.
4. They gave us their phone number and we gave them _____.
5. She gave him her phone number and he gave her _____.
6. He gave me his phone number and I gave him _____.
7. We gave them our phone number and they gave us _____.
8. You gave him your phone number and he gave you _____.
9. She gave you her phone number and you gave her _____.
10. They gave me their phone number and I gave them _____.

RELATIVE PRONOUNS

Read the sentences given below:

- I know that boy *who* is coming.
- Bring me the letters *which* the postman left.

In the above sentences the pronouns, *who* and *which*, not only stand instead of nouns, but also join the parts of the sentences together. Instead of saying 'I know the boy. That boy is coming.' we say, 'I know that boy *who* is coming.'

These pronouns *who* and *which*, are **relative pronouns**.

Read these sentences with relative pronouns:

- The house *that* Mr Bagga built in Dehradun is up for sale.
- I had an aunt in Germany from *whom* I inherited a bit of money.
- The person *who* phoned me last night is my teacher.
- The car *which* hit me was a blue hatchback.



Definition

Pronouns like *who* and *which* that relate or refer to a noun preceding them in a sentence is called **relative pronoun**.



Note

The noun to which a relative pronoun refers or relates is called its **antecedent**.

REFLEXIVE PRONOUNS AND EMPHASIZING PRONOUNS

Now read these sentences:

1. I *myself* saw him do it.
2. We will see to it *ourselves*.
3. You *yourself* can best explain.
4. He *himself* said so.
5. She *herself* says so.
6. We saw the President *himself*.
7. The town *itself* is not very large.
8. They *themselves* admitted their guilt.
9. The prisoner hanged *himself*.
10. The horse has hurt *itself*.
11. You express *yourself* very imperfectly.
12. I have hurt *myself*.

It will be seen that the words in italics are used in two ways:

1. For **emphasis**, with a noun or pronoun, as in sentences, 1, 2, 3, 4, 5, 6, 7, 8. They are then called **emphasizing pronouns**.
2. As **reflexives**, when they are objects of a verb, but refer to the same person as the subject of the verb, as in sentences 9, 10, 11, 12. They are then called **reflexive pronouns**.

Whom did the prisoner hang?... *himself*.

We see that the prisoner is the doer of the action as well as the receiver of the action.



Definition

The pronouns *myself*, *ourselves*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, *themselves*, when used as the object of a verb or preposition, are called **reflexive pronouns**.

When reflexive pronouns are used to put emphasis on a particular noun they are called **emphatic or emphasizing pronouns**.



Exercise 3

Underline the *pronouns* in the following sentences, and say which are *emphasizing* and which *reflexive*. Write E for emphasizing and R for reflexive pronoun.

1. I will do it myself.
2. He hurt himself.
3. I posted the letter myself.
4. The Governor himself gave the prize.
5. I blame myself for it.
6. I shut the gate myself.
7. The boys hid themselves.
8. Pray do not inconvenience yourself.
9. You may hurt yourself.
10. She poisoned herself.
11. He set himself a hard task.
12. We seldom see ourselves as others see us.

DEMONSTRATIVE PRONOUNS

Read these sentences:

- *This* is a present from my uncle.
- *These* are merely excuses.
- *That* is my house.
- *Those* are my pens.
- *Such* were his actual words.



Definition

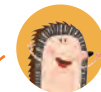
Pronouns that point to specific things: *this*, *that*, *these*, and *those* are called **demonstrative pronouns**.

In the above sentences *this*, *these*, *that*, *those*, *such* are used to point out the object or objects to which they refer, and are therefore called **demonstrative pronouns**.

INDEFINITE PRONOUNS

Read these sentences:

- *Some* say he is mad.
- *Few* escaped unhurt.
- *Many* are of that opinion.
- *All* were drowned.
- Do good to *others*.
- *None* but fools have ever believed it.
- *One* cannot do just as *one* likes.



Definition

Indefinite pronouns are those referring to one or more unspecified objects, beings, or places.

The pronouns *some*, *few*, *many*, *all*, etc., refer to people or things in a *vague* and *general* way. They are therefore called **indefinite pronouns**. They are called 'indefinite' simply because they do not indicate the exact object, being, or place to which they refer.

Exercise 4

Underline the *demonstrative* and circle the *indefinite pronouns* in the following sentences.

1. Can any of you do this sum?
2. This is my book; that is yours.
3. One hardly knows what to do.
4. None can tell how it happened.
5. Give me one of those.
6. No need to fear that.
7. Some were paid in gold, some in silver.
8. One cannot help smiling at what he says.
9. These mangoes are not ripe, send us some ripe ones.
10. This is certainly a mistake.

DISTRIBUTIVE AND RECIPROCAL PRONOUNS

Read these sentences:

- *Each* of the men received a reward.
- *Neither* of the accusations is true.
- The boys are hitting *one another*.
- *Either* of you can go.
- John and Mary like *each other*.

Each, either, neither are used with reference to a number of persons or things *one at a time*, and are called **distributive pronouns**. *Each other* or *one another* are **reciprocal pronouns**.

INTERROGATIVE PRONOUNS

Read these sentences:

- *Who* broke this window?
- *What* shall we do now?
- *Which* would you prefer?

In the above sentences, the pronouns *who, what* and *which*, not only stand instead of nouns, but also *ask questions*. Pronouns used for asking questions are called **interrogative pronouns**.



Definition

A pronoun that considers members of a group separately, rather than collectively is known as **distributive pronoun**. They include *each, any, either, neither* and others.

A **reciprocal pronoun** is a pronoun which is used to indicate that two or more people are carrying out or have carried out an action of the same type. They include *each other* and *one another*.

Pronouns - *who, what, which* - used for asking questions are called **interrogative pronouns**.

Exercise 5

Underline the *interrogative pronouns* in the following sentences.

1. Which is your uncle's house?
2. Who is there?
3. What is the matter?
4. Who made the top score?



5. Which will you take?
6. What is the news?
7. What are those marks on your shirt?
8. Whom do you want?
9. To whom were you speaking?
10. Whose is this?

Note the work done by each word in *italics* in the following pairs of sentences:

1. *This* boy is lazy. (Dem. Adj.)
This is a present from my uncle. (Dem. Pron.)
2. What is *that* noise? (Dem. Adj.)
Who was *that*? (Dem. Pron.)
3. *What* books have you read? (Interrog. Adj.)
What does he want? (Interrog. Pron.)
4. *Which* way shall we go? (Interrog. Adj.)
Which is your book? (Interrog. Pron.)
5. This is *my* book. (Possess. Adj.)
This book is *mine*. (Possess. Pron.)
6. This is *our* school. (Possess. Adj.)
This school is *ours*. (Possess. Pron.)



Thus the words when used before a noun do the work of an adjective.

Exercise 6

Fill in the blanks by choosing the correct word from the brackets.

1. Which is _____ desk ? (your/yours)
2. Where is _____ cousin ? (their/theirs)
3. Which class is _____ ? (your/yours)
4. Bring those books here; they are _____ books. (my/mine)
5. These are their pencils; they are not _____. (our/ours)
6. They are not our friends; they are _____. (your/yours)

Revision Test 1

A. Break up each of the following sentences into *subject* and *predicate* by using a slash (/).

1. The sun sets in the west.
2. Prevention is better than cure.
3. The red light means 'stop'.
4. The bus has come.
5. You have dialled the wrong number.
6. He hears the lambs' innocent call.
7. Here comes the bus.
8. The Internet has become part of everyday life.



B. Underline the *nouns* in the following sentences and say whether they are *common*, *proper*, *abstract* or *collective*.

1. Shirin had a good chance of success in her examination, but her luck was bad.
2. They gave me good counsel, but dreaded their gold.
3. I heard noises in the night and feared attack from the crew of the ship.
4. He took aim at a flight of birds and brought down a couple of them.
5. Have you heard the loud buzz of a swarm of bees?
6. King Bruce of Scotland flung himself down in a lonely mood to think.

C. In each of the following nouns, write C for *countable* and UC for *uncountable*.

- | | | | |
|-------------|-------|--------------|-------|
| 1. table | _____ | 2. furniture | _____ |
| 3. music | _____ | 4. song | _____ |
| 5. water | _____ | 6. jar | _____ |
| 7. honey | _____ | 8. film | _____ |
| 9. camera | _____ | 10. wheat | _____ |
| 11. chapati | _____ | 12. bravery | _____ |

D. Underline the *adjectives* in the following sentences and say what kind of adjective each one is.

1. That idle fellow, Abdul, has failed in the exams. _____



2. My father has bought a new car.
3. One little lamb was lame.
4. I saw several sheep in that valley.
5. I want some money.
6. Which sari do you want?
7. That girl won the second prize.
8. Every word of her story is false.

E. Insert an *article* where necessary by using a slash (/).

1. Ravi is nice boy.
2. Sita goes to convent school.
3. I bought watch from market.
4. Sun rises in east and sets in west.
5. Cross road carefully.
6. Dog is man's friend.
7. Man is selfish animal.
8. You should carry umbrella when you go out in rain.



F. Underline the *pronouns* and say what kind of pronoun each one is.

1. They are going with us.
2. Yours is much better than mine.
3. I bought myself a new shirt.
4. We did all the work ourselves.
5. The girl whom I chose will get a present.
6. Which did you prefer?
7. That is his book.
8. Few were late for the meeting.
9. Many were drowned.
10. Be kind to others.
11. Political parties blamed one another.
12. We gave each other gifts.

7

Auxiliary and Modal Verbs

AUXILIARY VERBS

Auxiliary Verbs (or *Auxiliaries*) are ‘helping verbs’ used with other verbs to form tenses, passive voice, questions, negatives, etc. or to express meanings like ability, permission, possibility and necessity. Here is a list of auxiliaries:

be (*am/is/was*, etc.), have (*have/has/had*), do (*do/does/did*), can, could, may, might, will, would, shall, should, must, ought to

Need and *dare* are sometimes used as auxiliaries.

Usage

1. Auxiliaries come before the subject in questions and can be put before *not*.

- She is busy.

Is she busy?
She is not busy.

- He has arrived.

Has he arrived?
He has not arrived.

- He can drive.

Can he drive?
He cannot drive.

- She should go.

Should she go?
She should not go.

2. The auxiliaries *be* and *have* are used with ordinary verbs to form tenses.

- He *is* dancing. (Present Continuous Tense)
 - They *have* videoed the programme. (Present Perfect Tense)
3. The auxiliary *be* is also used to make passive forms.
- Cheese *is* made from milk.
 - The programme *was* videoed.
4. The auxiliary *do* is used to form questions and negatives in the simple present and simple past tenses.
- She acts on TV. Does she act on TV?
She *does* not act on TV.
 - India won. Did India win?
India *did* not win.



Definition

The auxiliaries *can*, *could*, *may*, *might*, *will*, *would*, *shall*, *should*, *must*, and *ought* (sometimes *need* and *dare*) are called **Modal Verbs** or **Modals/ Modal Auxiliaries**.

MODAL VERBS

We often use modal verbs to talk about ability, permission, necessity, etc. Each modal verb has more than one use.

After modal verbs we use the base form of ordinary verbs.

Ought is an exception. We use *ought* with the *to* infinitive (e.g. You *ought* to go.). See the table below for their different usage:

Modal	Use	Examples
<i>can</i>	1. ability 2. permission 3. request 4. offer	He <i>can</i> speak five languages. Can I use your phone? You <i>can</i> go now. Can I have a glass of water, please? Can you get me a ticket? Can I help you?
<i>could</i>	1. ability (past) 2. request	I <i>could</i> swim when I was seven. Could you get me a ticket? (more polite than <i>can</i>)
<i>may</i>	1. permission 2. possibility	You <i>may</i> use my computer. May I come in? He <i>may</i> come today.

<i>might</i>	1. permission 2. possibility	You <i>might</i> go now. He <i>might</i> come today.(less sure than <i>may</i>)
<i>will</i>	1. future action 2. request 3. offer	Perhaps it <i>will</i> rain tonight. <i>Will</i> you give me a lift? <i>Will</i> you have some tea?
<i>would</i>	1. request 2. offer	<i>Would</i> you lend me your camera? <i>Would</i> you like a cup of coffee?
<i>shall</i>	1. future action 2. offer 3. suggestion	I <i>shall</i> see him tomorrow. <i>Shall</i> I carry the bag for you? <i>Shall</i> we go to the beach?
<i>should</i>	necessity	You <i>should</i> apply for the job.
<i>must</i>	1. necessity 2. certainty	I <i>must</i> get up at five tomorrow. She <i>must</i> be at home now.
<i>ought</i>	necessity	You <i>ought</i> to obey your parents.

Exercise

Match the sentences on the left with the uses of the *modals* on the right.

- | | |
|---|-------------------|
| 1. I <i>must</i> make a phone call. | (a) certainty |
| 2. She has walked a long way: she <i>must</i> be tired. | (b) ability |
| 3. <i>Will</i> you close the window, please? | (c) necessity |
| 4. We <i>will</i> be away next weekend. | (d) permission |
| 5. She <i>can</i> speak French fluently. | (e) request |
| 6. <i>Shall</i> I get a taxi for you? | (f) possibility |
| 7. <i>Shall</i> we go for a swim? | (g) future action |
| 8. <i>Can</i> I go out? | (h) suggestion |
| 9. She <i>may</i> arrive tomorrow. | (i) offer |
| 10. You <i>ought</i> to help him. | (j) necessity |



8

Verbs: Finite and Non-finite

FINITE VERBS

Study the verbs in bold in the following sentences.

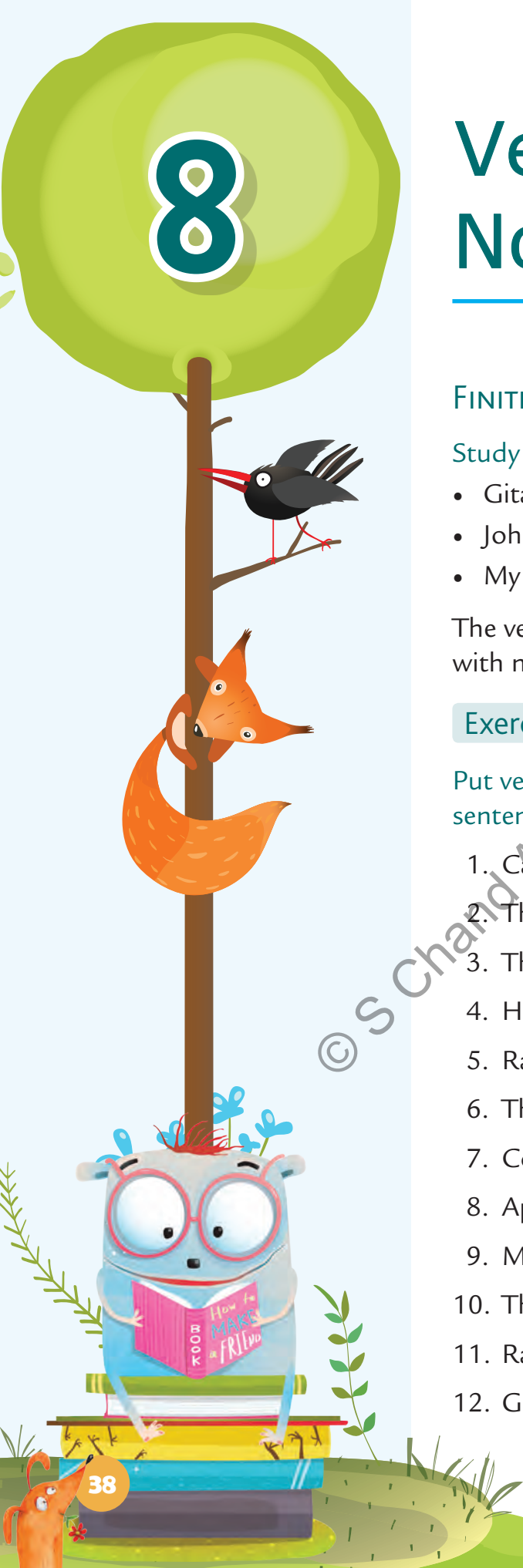
- Gita **teaches** in a school.
- John and Divya **teach** in a school.
- My mother **taught** in a school.

The verbs in the sentences above change their forms with number and tense. They are called **finite verbs**.

Exercise 1

Put verbs in agreement with the subject, in the following sentences. Use the present tense.

1. Cats _____ mice.
2. This cat often _____ mice.
3. The mouse _____ in a hole.
4. He _____ the truth.
5. Rama and Hari _____ football.
6. The cow _____ two horns.
7. Coconut trees _____ very useful.
8. April _____ thirty days.
9. My boots _____ thick soles.
10. The books _____ in the desk.
11. Rats and mice _____ much damage.
12. Government _____ the law.



NON-FINITE VERBS

Study the verbs in bold in the following sentences.

- Many students enjoy **dancing**.
- Geeta enjoyed **dancing**.
- **Dancing** was a popular means of entertainment in the past.

In the above sentences, the verb – **dancing** – retains the same form whatever the subject or time of action may be. A verb that is not limited by tense or number is a **non-finite verb**.

Kinds of non-finite verb

There are three kinds of non-finite verbs—*infinitives*, *participles* and *gerunds*.

An **infinitive** is a plain form of the verb consisting of to + verb.

Example: to run, to jump, to see, to think, to be

The infinitive shows purpose or intention.

Example: I went to the market to buy a pen.

An infinitive that is used without 'to' is called a **bare infinitive**.

Example: Help me clean my room.

Participles are derived from verbs and may act as adjectives.

Verbs ending in **-ing** are called **present participles**.

Example: the dancing girl, the crying baby, the shooting star

- The barking dog chased the stranger.

Past participles are verbal adjectives which use the verb in the third form. In regular verbs, this non-finite verb form ends in -ed; many also end in -en.

Example: a delayed train, a broken window, a lost child

- The escaped convict was arrested by police.

Gerunds are derived from verbs and function as nouns.

Example: Smoking is injurious to health.



Exercise 2

In each sentence, look at the underlined word or phrase and then indicate whether it is a participle, gerund, or infinitive.

1. Swimming is good exercise.
2. Economics is an ever-expanding field of study.



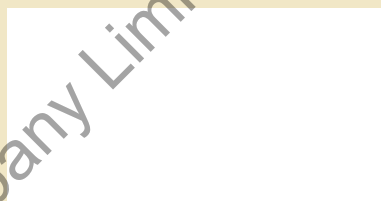
3. We drove to the mall to buy our new surround sound system. _____
4. Breaking the light barrier is simply not possible. _____
5. Overwhelmed by the menu choices, I just closed my eyes. _____
6. They have closed the cafeteria to repair a broken steam table. _____
7. Passing this quiz with a good grade would make me happy. _____
8. I always enjoy watching a meteor shower. _____

Activity

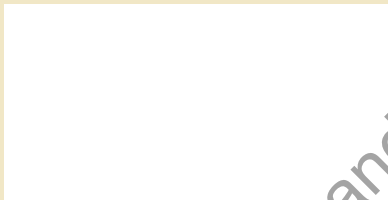
Rewrite each of these sentences as a notice using gerunds. Draw a suitable symbol for the message. The first one has been done for you.



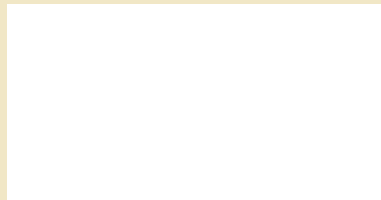
Smoking is not allowed here.



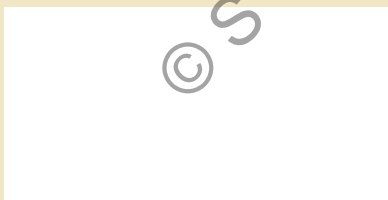
You can't pluck flowers here.



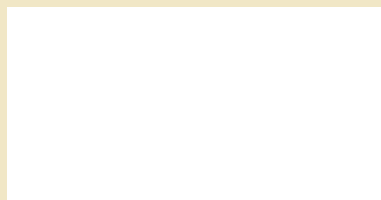
Don't park your cars here.



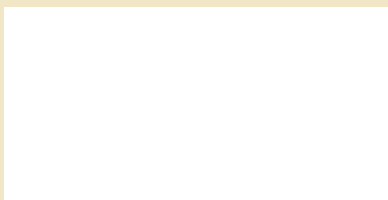
Don't litter here.



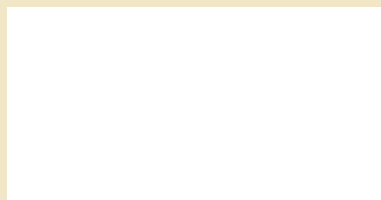
Don't tease the animals in the cage.



Don't talk here.



Don't fish here.



Don't spit here.

9

Tenses

We know that finite verbs change with tenses. Look at the table below to have an idea of various tenses at a glance:



SIMPLE PRESENT

We use the Simple Present Tense

- for things that happen as a practice
 - I *go* for a walk every morning.
 - He usually *reads* till midnight.
 - We often *listen* to the cassettes.
- for general truths (things that *are* always true)
 - The earth *moves* round the sun.
 - The sun *shines* during the day.

3. for things that stay the same for a long time
- This watch *keeps* good time.
 - They *live* in Chennai.
 - Miss James *teaches* maths at Don Bosco school.

Exercise 1

Complete the sentences using these verbs in the *simple present tense*.

live fly eat shine do leave

1. The stars _____ at night.
2. Birds _____ with their wings.
3. Fish _____ in water.
4. The plane _____ at 6.15 a.m.
5. Cows _____ grass.
6. Tom _____ his homework regularly.

Exercise 2

What do you do every day? Write six sentences in your notebook using the *simple present tense*.

You may start like this:

- I get up at 6.00 a.m. every day.
- I have breakfast at 7.30 a.m.

PRESENT CONTINUOUS

We use the present continuous tense to talk about things which are happening now.

- Anil *is doing* his homework (now).
- Look, it *is raining*.
- We *are playing* tennis.
- The phone *is ringing*. Can you answer it?

The present continuous is also used for things that people have planned or arranged to do in the future.

- I *am going* to watch a movie tomorrow.
- We *are going* to Darjeeling next Sunday.
- They *are having* a party next week.



Exercise 3

Complete the sentences using *present continuous tense*. Use the verbs from the brackets.

1. Nita _____ to Chennai this month. (travel)
2. I _____ for lunch now. Will you join me? (go)
3. Dad can't come to the phone now. He _____ a shower. (take)
4. In this photograph, we _____ volleyball on the beach. (play)
5. I can't play online games now. My brother _____ the computer to do his homework. (use)

PRESENT PERFECT

We use the present perfect tense for actions in the past when we are not thinking or talking about the exact time that they happened. Sentences in the present perfect tense connect the past and the present in some way.

- I *have cleaned* the bike. (The bike is clean now.)
- Somebody *has broken* the window. (The window is now broken.)
- The school bus *has come*. (It is now here.)
- I *have finished* my homework. (I am free now.)

Compare the above sentence with this:

- I *finished* my homework an hour ago.

The simple past tense is used in this sentence because we have mentioned the time that the action happened.

We can use the present perfect form of verbs for actions (or states) which began in the past and are still going on.

- I *have known* him for a long time.
- We *have lived* in Delhi since 1995.

The present perfect is often used with *ever* (in questions), *never*, *yet*, *already*, *once*, *twice*, *three times*, etc.

- *Have you ever seen* a gorilla?
- He *hasn't come yet*.
- I *have been* to America twice.
- I *have never visited* the Taj Mahal.
- I *have already finished* the work.



Note

Use the simple past tense, not the present perfect tense, with words or phrases that mention the time when something happened.

Wrong: I *have met* Ramesh yesterday.

Right: I *met* Ramesh yesterday.



Note

Note that *for* is used with a length of time (e.g. *for three days, for five years*) and *since* is used with a point of time (e.g. *since 8 o'clock, since Monday, since 2001*).

Exercise 4

Complete the sentences using these verbs in the *present perfect tense*.

repair pay close live cut cook

1. I _____ the phone bill.
2. I _____ the computer. You can use it.
3. She _____ the dinner.
4. It is very cold, so I _____ the window.
5. Oh dear! I _____ my finger.
6. We _____ in Hyderabad for over ten years.

PRESENT PERFECT CONTINUOUS

We use the present perfect continuous tense to talk about actions which began at some time in the past and are still going on. This tense is often used with *How long, since...* and *for...*

- The children *have been playing* since 4.30.
- It *has been raining* for an hour.
- How long have you *been waiting*?
- She *has been working* in this school for about six years.

Note
Don't use the present continuous tense with *How long, since...* and *for...*

Wrong: I *am reading* since 7.30.

Right: I *have been reading* since 7.30.

For such actions we can use either the present perfect or the present perfect continuous with verbs like *work, live, stay, lie*, etc. For example, there is almost no difference in meaning between the last sentence above and the following sentence:

- She *has worked* in this school for about six years.

Exercise 5

Fill in the blanks with the verbs in the box. Use the *present perfect continuous*.

listen watch learn play paint water

1. They _____ tennis since four o'clock.
2. He _____ TV for over an hour.
3. Rupa and Rekha _____ to the music since 9.30.
4. He _____ the plants since 6 o'clock.
5. I _____ French since last month.
6. He _____ the gate for about two hours.



SIMPLE PAST

Read the sentences given in the two columns.

	Present Tense	Past Tense
1.	Rama <i>is</i> present today.	Rama <i>was</i> absent yesterday.
2.	It <i>rains</i> here every day.	It <i>rained</i> hard last night.
3.	Karim <i>visits</i> us daily.	Karim <i>visited</i> us last night.

We use the **simple past tense** for an action completed at some time in the past. We talk or think about a definite time in the past (e.g. yesterday, at 7.30, last Monday, last month, in 2003).

- I *saw* the movie last Sunday.
- We *visited* Qutab Minar in 2002.
- Sachin *scored* a century in the last match.
- I *bought* this camera in Bangalore.

This tense is often used to tell a story.

Exercise 6

Below is a story of the thirsty crow. Fill in the blanks with the verbs in the box. Use the **simple past tense**.

be drop see pick fly drink rise

A thirsty crow was flying around in search of water. It _____ a pot near a house. There _____ some water at the bottom of the pot. The crow's beak did not reach the bottom. It _____ up some small stones and _____ them one by one into the pot. Then the water _____ and was near the top of the pot. The crow _____ the water and _____ away.

PAST CONTINUOUS

We use the **past continuous tense** for an action which was in the middle of happening at a particular time in the past.

- 'What *were you doing* at 5.30 yesterday?' 'I *was playing* chess.'
- We *were watching* TV when Anil called.
- It *was raining* when I came out.

As in the last two examples above, the past continuous is often used with the simple past. It shows that the action was continuing at a time when a new shorter action happened. The simple past is used for the new action.



Exercise 7

Write what you were doing at the following hours last Sunday.

1	2	3	4	5	6
6 a.m.	10 a.m.	1.30 p.m.	4 p.m.	7 p.m.	10.30 p.m.

Exercise 8

Use the verbs in brackets in *simple past* or *past continuous* to complete the sentences. (You have to use both the tenses in each sentence.)

1. The boy (fall) when he (run).
2. I (have) a bath when the phone (ring).
3. Anita (burn) her hand while she (cook).
4. Usha (drop) her purse while she (get) into the car.
5. While I (work) in the garden, I (hurt) my back.



SIMPLE FUTURE

We use the simple future to talk about what we think or know will happen in the future.

- I *will be* thirteen next Friday.
- Perhaps he *will arrive* in time for lunch.
- You *will find* a signpost at the end of the road.
- I'm sure that you *will like* him.
- I think she *will get* the job.

We also use the simple future when we decide to do something at the time of speaking.

- It is cold. I *will shut* the window.
- OK, we *will come* tomorrow.

The simple present tense and the present continuous tense are also used to talk about the future.

We use the present continuous tense – (*am/is/are + going to + base form*), to talk about things that we have already decided to do.

- 'Why are you filling the bucket with water?' 'I *am going to* wash the car.'

We also use the present continuous tense when there is something in the present which tells us about the future.

- The clouds are very black. It *is going to* rain.
- Look out! That ladder *is going to* fall.

We use the *simple present* when we talk about timetables.

- Tomorrow is Sunday.
- Final exams start next week.
- The Monet exhibit closes on Sunday.
- What time does the movie start tonight?
- The plane departs at 7 p.m.
- The concert begins at 6:30 p.m.
- The sale ends next week.
- What time does the store open tomorrow?

Exercise 9

The verbs in the following sentences are in the *simple past tense*. Change the sentences using the *simple future tense* and expressions like 'tomorrow', 'tonight', 'next week', etc. One has been done for you.

1. I *met* Mr Pratap Singh yesterday.
I will meet Mr Pratap Singh tomorrow.
2. I cleaned the motorbike yesterday.
3. I phoned Mr Mehta last Sunday.
4. I bought some CDs last week.
5. We played hockey yesterday afternoon.
6. We were very busy yesterday evening. (_____ this evening)



Exercise 10

Look at the sentences you have written in the above exercise. Rewrite the sentences, using *going to* in your notebook.

Exercise 11

Fill in each blank with the correct *verb* form. Choose from the brackets.

1. I think Australia _____ the match. (will win/is going to win)
2. 'What have you decided to do?' I _____ the club.
(will join/am going to join)
3. At this time tomorrow Mr Kapoor _____
to Malaysia. (is going to fly/will be flying)
4. Mr Raman is very busy at the moment. 'That's all right.'
I _____ (will wait/am going to wait)
5. 'Why do you want to sell your motorbike?'
I _____ a car. (will buy/am going to buy)



Group Work

Make questions from this table. Take turns to ask and answer the questions.

Have you ever	seen travelled been to	by plane? a tiger? a zoo? a circus? the Taj Mahal?
---------------	------------------------------	--

Example:

Student A: Have you ever seen the Taj Mahal?

Student B: No, I have never seen it./Yes, I have seen it once/twice/several times.

Activity

Look at the pictures below and describe what the people are doing. Begin each sentence with *He/She/They* and use the *present continuous tense*. One has been done for you.



He is picking a flower (or: flowers).

1.



2.



3.



4.



5.



6.



7.



8.



10

Transitive and Intransitive Verbs

Read these sentences:

- The boy *made* a kite.
- The boy *laughed*.

If I say to you 'The boy made', I do not make complete sense. You want to know *what* the boy made.

When I say 'The boy made a kite,' I name the object which he made. The word *kite* is, therefore, called the **object** of the verb *made*.



Definition

The verb *made* which requires an object to complete its sense is called a **transitive verb**.

If I say 'The boy laughed,' I make complete sense. You know what the boy did. He *laughed*. The verb by itself makes good sense.



Definition

Such a verb as the verb *laughed* that does not require an object, but makes good sense by itself, is called an **intransitive verb**.

It will be seen that transitive verbs require an object to complete the sense; intransitive verbs do not require any object to complete the sense.

Transitive Verbs	Intransitive Verbs
Karim opened the door.	Some animals swim.
Rama saw a snake.	The poor woman wept.

Used Transitivity	Used Intransitively
Many people <i>eat</i> rice.	Wise people <i>eat</i> slowly.
He <i>writes</i> novels.	He <i>writes</i> legibly.

Before you say whether a verb is transitive or intransitive carefully examine how it is used.

Exercise 1

Underline the verbs in the following sentences, and tell in each case whether the verb is transitive or intransitive. Where the verb is transitive, name the object.



Note

There are only a few verbs which are always intransitive. Most verbs can be used either transitively or intransitively.

1. Rama loves work but Abdul hates it.
2. Some boys threw stones at the frogs.
3. The fire burnt the house.
4. The goat fell into the well.
5. I know a funny little man.
6. Go and see your father tomorrow.
7. Take your books and go home.
8. My new watch keeps good time.
9. The clock stopped this morning.
10. Mother Teresa won the Nobel prize in 1979.
11. The crow sat on the branch and cawed.
12. They videoed the function.

Exercise 2

Complete the following sentences with an *object*.

1. The teacher punished _____.
2. My brother wrote this _____.
3. The sun gives _____.
4. The tailor made _____.
5. The cat killed _____.
6. A shoemaker makes _____.
7. He broke _____.
8. The mason built _____.
9. The policeman caught _____.
10. The thief stole _____.

DIRECT AND INDIRECT OBJECTS OF A SENTENCE

We have discussed object of the verb in the beginning of the chapter. There are two different types of objects: i. **direct objects** and ii. **indirect objects**.

Read the given sentences.

- The dog chewed the *slippers*.
- Sana is visiting her *grandparents*.
- He is playing the *violin*.
- Did you complete *your homework*?

In the above sentences, the words in italics are *direct objects*.

Now read the sentence below:

- Shyam sent his mother a brown package from Switzerland.

Let us analyse the sentence.

‘Shyam’ is the subject, and ‘sent’ is the verb.

To determine the direct object, ask yourself the question ‘sent what?’

The answer is, ‘a brown package’. Hence *a brown package* is the **direct object**.

To determine the indirect object, ask who received the direct object.

The answer is: ‘His mother’. Hence *his mother* is the **indirect object**.

Now read the sentences below:

- I bought *bangles* for my sister.
- I read the *newspaper* to my grandfather.
- We gave a *map* to the tourist.

In the above sentences, the words in italics are the direct objects and the underlined words are indirect objects.



Definition

A *direct object* is a person, animal, or thing that is directly affected by the action of the verb.

An *indirect object* usually refers to a person, animal, or thing an action is done for or to.

Exercise 3

In the following sentences, underline the *direct objects* and circle the *indirect objects*.

1. My brother hit the ball with the racquet.
2. We ran a ration shop.
3. My friend sold his car.
4. The singer sang a song for us.
5. My mother swept the floor today morning.
6. The bear saw a man.
7. The teacher taught the students computer.
8. The shopkeeper kept the counter clean.



Note

There are special verbs called **ditransitive verbs**. They require both an indirect and a direct object.



Voice

Note the following sentences:

- Rama *hits* the ball.
- The ball *is hit* by Rama.

In the first sentence, the verb (*hits*) shows that the subject (Rama) does the action. The verb (*hits*) is therefore said to be in the **active voice**.

In the second sentence, the verb (*is hit*) shows that the action is done to the subject (*ball*). The verb (*is hit*) is therefore said to be in the **passive voice**.



Definition

When the verb shows that the subject *does* the action, the verb is said to be in the **active voice**.

When the verb shows that the subject *receives* or *suffers* the action, the verb is said to be in the **passive voice**.

The object of the verb in the active voice becomes the subject of the verb in the passive voice.

Note how the verbs change from the **active voice** to the **passive voice** in the following sentences:

Active Voice	Passive Voice
take takes	am taken is taken are taken
took	was taken were taken

has taken have taken	has been taken have been taken
am taking is taking are taking	am being taken is being taken are being taken
was taking were taking	was being taken were being taken
will take can/may/must take	will be taken can/may/must be taken

Examples:

	Active Voice	Passive Voice
1.	Bees <i>make</i> honey.	Honey <i>is made</i> by bees.
2.	The bird <i>built</i> a nest.	A nest <i>was built</i> by the bird.
3.	Somebody <i>has stolen</i> her purse.	Her purse <i>has been stolen</i> (by somebody).
4.	The mason <i>is building</i> the wall.	The wall <i>is being built</i> (by the mason).
5.	Anil <i>was painting</i> the gate.	The gate <i>was being painted</i> by Anil.
6.	I <i>will invite</i> the Joshis.	The Joshis <i>will be invited</i> (by me).
7.	You <i>may return</i> the CD tomorrow.	The CD <i>may be returned</i> (by you) tomorrow.

As you must have noticed, in sentences 3, 4, 6, and 7, the by-phrase (*by* + doer of the action) is put in brackets. It would be better to omit the *by*-phrase in those sentences. We usually leave out the *by*-phrase if we do not know the doer or if it is not necessary to mention the doer.

Exercise 1

Underline the verbs in the following sentences, and tell whether they are in the *active* or in the *passive voice*.

1. He is liked by all.
2. The boy made a kite.
3. The cat drank all the milk.
4. Little Bo-Peep has lost her sheep.



5. The cat was chased by the dog.
7. The letter was posted yesterday.
9. Hari is often helped by his brother.
11. Some boys fly kites.
6. The sudden noise frightened the dog.
8. The thief was caught.
10. A stone struck him on the head.
12. He is carrying a lot of luggage.

Exercise 2

Rewrite the following sentences in *passive voice*.

1. The man cut down the tree.
3. His teacher praised him.
5. He invited us into his house.
7. Ravi feeds the dog every day.
9. Your behaviour vexes me.
11. We expect good news.
2. The jackal followed the tiger.
4. He made a very remarkable discovery.
6. Shivaji defied the Mughal Emperor.
8. The police have arrested him.
10. He scored fifty runs.
12. Everyone respects him.

Exercise 3

Rewrite the following sentences in *active voice*.

1. America was discovered by Christopher Columbus.
2. He was treated ungratefully by his sailors.
3. The work must be done by you and your brother.
4. The match was won by the High School.
5. We will be blamed by everyone.
6. The first railway was built by George Stephenson.
7. He was swindled by his own brother.
8. The Prime Minister was welcomed by the people.
9. The child was knocked down by a car.
10. By whom was this jug broken?



Exercise 4

Rewrite the following sentences by changing the *voice*.

1. The peon opened the gate.
3. The sudden noise frightened the horse.
5. The bird was killed by a cruel boy.
7. A stone struck me on the head.
9. They found him guilty of murder.
2. The boy was bitten by a dog.
4. He will finish the work in a fortnight.
6. The dog chased the sheep.
8. The trees were blown down by the wind.
10. By whom was this done?

12

Subject-Verb Agreement

Note the sentences below.

- The girl *dances*.
- The girls *dance*.

The verb agrees with its subject in number and person. Thus we say —

- The boy *plays*.
- The boys *play*.
- I *play*. He *plays*.
- They *play*.

Here are a few rules to be followed:

1. Two or more singular subjects, joined by *and* take a verb in the plural; as,
 - Latif and Abdul *are* here.
 - Cotton and jute *grow* in India.
 - Hari, Rama and Govind *go* to the same school.
 - Rustum and Sohrab *were* Persian heroes.
 - He and his friend *have* arrived.
 - He and I *are* partners.
2. Two or more subjects in the singular joined by *either...or* or *neither...nor*, take a verb in the singular; as,
 - Either Balu or Govind *is* there.
 - Either Hari or Karim *has* broken the jug.
 - Neither Rama nor Hari *was* there.
 - Neither he nor his brother *is* present.
3. When a noun in the singular number is joined to a second noun by *with*, or *as well as*, the verb is singular; as,
 - The chief, with all his men, *was* killed.
 - Rama, as well as Hari, *likes* hot curry.

4. Some nouns, which are plural in form, but singular in meaning, take a singular verb; as,
- The news *is* true.
5. A collective noun takes a singular verb when the collection is thought of *as a whole*; a plural verb when the *individuals* of which it is composed are thought of; as,
- The committee *was* unanimous.
 - The committee *were* divided in opinion.
 - The crew *was* large.
 - The crew *were* quarrelling among themselves.
 - There *are* a large number of boys in this class.
 - A number of boys *were* caught copying.
 - The mob *was* bent on mischief.
 - The mob *were* scattered by the police.
6. If two singular nouns, joined by *and*, refer to the same person or thing, the verb is singular; as,
- My cousin and friend *has* come.
7. If two singular nouns, joined by *and*, express one idea, the verb is singular; as,
- The horse and carriage *is* at the door.
 - Bread and milk *is* his only food.
8. If two singular subjects are preceded by *each* or *every*, the verb is singular; as,
- Every boy and girl *was* ready.
 - Each day and each hour *brings* its duty.
9. When two subjects, joined by *either...or* or *neither...nor*, are of different numbers, the verb must be plural, and the plural subject must be placed next to the verb; as,
- Either Rama or his brothers *have* done this.
 - Neither Sohrab nor his friends *were* hurt.
10. When two subjects, joined by *either...or* or *neither...nor*, are pronouns of different persons, the verb agrees with the pronoun nearer to it; as,
- Either he or I *am* mistaken.
 - Neither you nor he *is* to blame.
11. But it is better to say —
- Either he *is* mistaken, or I *am*.
 - He *is* not to blame, nor *are* you.



Exercise 1

A. Fill in each blank with a *verb* in agreement with its subject.

1. There _____ six girls in the class.
2. Either Rustum or Sohran _____ to be blamed.

3. Two and two _____ four.
4. On his desk _____ his book and pencil.
5. Neither he nor we _____ wrong.
6. Here _____ Abdul and Hamid.
7. A ring as well as a brooch _____ been stolen.
8. Neither of them _____ returned.
9. _____ Rama or Arjun captain of the school?
10. Neither bread nor rice _____ bad for you.
11. Both bread and rice _____ bad for you.
12. Ganpat with his friend _____ come today.



B. Fill in each blank with a verb in agreement with its subject.

1. Bread and butter _____ better than bread or butter.
2. Forty yards _____ a good distance.
3. Neither he nor she _____ present yesterday.
4. Balu with Rama _____ in the garden.
5. Balu and Rama _____ in the garden.
6. The jury _____ of twelve persons.
7. Each of the boys _____ punished.
8. Neither he nor I _____ there that day.
9. *Gulliver's Travels* _____ read by all pupils.
10. Rama with three other boys _____ awarded.
11. Kindness as well as justice _____ to be our guide.
12. *The Arabian Nights* _____ delighted many children.



C. Fill in the blanks with verbs in agreement with the subjects.

1. A good man and useful citizen _____ passed away.
2. Both of you _____ mistaken.
3. The jury _____ discharged.
4. The jury _____ divided in their opinion.
5. Every boy and girl _____ taught to read and write.



6. Seven hundred rupees _____ the price of this camera.
7. Fifty rupees _____ too much for this article.
8. One of you _____ mistaken.
9. There _____ been many showers today.
10. Where _____ all the people gone?

Exercise 2

A. Complete each of the following sentences with a *verb* in agreement with its subject.

1. A packet of sweets _____ given to each child.
2. The mother of these poor children _____ dead.
3. The mistakes of the child _____ amusing.
4. Which of you two _____ willing to go?
5. There _____ several mistakes in your work.
6. *Tom Brown's School Days* _____ interesting.
7. Milk and soda _____ a refreshing drink.
8. One of the boys _____ hurt in the tournament.
9. The ship with the entire crew _____ lost.
10. He, with his father, _____ among the first to arrive.



B. Complete each of the following sentences with a *verb* in agreement with its subject.

1. Every one of your sums _____ wrong.
2. Rats and mice _____ much damage.
3. The difficulty of obtaining pure milk and ghee _____ great.
4. Not one of you _____ done the sum correctly.
5. Man's happiness or misery _____ in a great measure in his own hands.
6. The spelling of some words _____ difficult.
7. All the mangoes _____ ripe.
8. The quality of the mangoes _____ very good.
9. Every one of them _____ killed.
10. There _____ many objections to such a plan.



Revision Test 2

A. Match the sentences on the left with the uses of the *modals* on the right.

- | | |
|---|-----------------|
| 1. We may go to Delhi next month. | (a) offer |
| 2. I can solve this puzzle. | (b) certainty |
| 3. I must go to town this afternoon | (c) possibility |
| 4. He has worked very hard. He must be tired. | (d) ability |
| 5. Shall I drop you at the station? | (e) prediction |
| 6. Shall we watch the news? | (f) request |
| 7. I think he will come today. | (g) necessity |
| 8. Could you post this letter? | (h) suggestion |

B. Identify the *direct* and *indirect objects* and write them in the space provided alongside.

- | | |
|--|-------|
| 1. The teacher read a story to the class. | _____ |
| 2. The girls baked a cake for mother. | _____ |
| 3. We gave some food to the beggar. | _____ |
| 4. The boys gifted the teacher a beautiful pen. | _____ |
| 5. My friends made me a bouquet. | _____ |
| 6. Little Red Riding Hood made biscuits for her grandmother. | _____ |

C. Write the correct *tense* of the following sentences.

- | | |
|--|-------|
| 1. Seema did not come to the party yesterday. | _____ |
| 2. I am worried about my dog. | _____ |
| 3. My sister played basketball when she was a kid. | _____ |
| 4. Most people fall asleep in seven minutes. | _____ |
| 5. Will you come to see my play? | _____ |
| 6. We finished our dinner a few minutes ago. | _____ |

D. Change the verbs in brackets to *gerunds* or *infinitives* and complete the sentences.

- I'd love _____ (come) with you.
- I really can't stand _____ (wait) for the bus.



3. They practiced _____ (speak) English.
4. I considered _____ (move) to Spain.
5. I couldn't help _____ (laugh).
6. I chose _____ (work) here.

E. Change the *voice* and rewrite the sentences.

1. Scott wrote this story.
2. Mohan is liked by everyone.
3. Neha has cooked the dinner
4. Shah Jahan built the Taj Mahal.
5. The driver was being beaten.
6. The telegram has been sent.
7. They are repairing the bridge.
8. He was saved by his dog.

F. Fill in the blanks with *verbs* in agreement with the subject.

1. His father and mother _____ dead.
2. Either my mother or my father _____ coming to the meeting.
3. The man with all the birds _____ coming on Monday.
4. Mathematics _____ John's favourite subject, while Civics _____ Andrea's favourite subject.
5. The duck as well as the geese _____ swimming in the lake.
6. Neither my pen nor your copy _____ there.
7. Every boy and every girl _____ given a prize.
8. The committee _____ issued its report.

G. Complete the following sentences with the *past form* of verbs given in the brackets.

1. She _____ (arrive) when we had left.
2. My mother _____ (bake) a cake for us yesterday.
3. She _____ (ask) me if I could go to the market with her.
4. A gang of robbers _____ (rob) the bank.
5. She _____ (clear) all her debts.
6. Everyone _____ (agree) with what I said.
7. John _____ (marry) Liza.
8. She _____ (shed) tears last night.



Adverbs

Read these sentences:

- He writes *badly*.
- He spends his money *foolishly*.
- He hit the ball *hard*.

We know that words which *add* something to the meaning of a *verb* are called **adverbs**.

Kinds of Adverbs:

Adverbs of Manner	-	how?
Adverbs of Place	-	where?
Adverbs of Time	-	when?
Adverbs of Frequency	-	how often?
Interrogative Adverbs	-	ask questions
Adverbs of Degree	-	to what extent?

ADVERBS OF MANNER

What do you notice about the adverbs in these sentences? They all show *how* the action is done.

- *How* does he write? – Badly.
- *How* does he spend his money? – Foolishly.
- *How* did he hit the ball? – Hard.



Definition

Adverbs that show the *manner* in which some action is done are called **adverbs of manner**.

Adverbs of manner answer the question **How?**

Exercise 1

Underline the *adverbs of manner* in the following sentences, and name the verb with which each is used.

1. She writes well. _____
2. He loved her truly. _____
3. He spoke quietly. _____
4. You should not do so. _____
5. The soldiers fought bravely. _____
6. The boy was walking fast. _____
7. They were talking loudly. _____
8. He could not speak distinctly. _____

ADVERBS OF PLACE

Read these sentences:

- The train stops *here*.
- We live *there*.
- My father has gone *out*.
- The rocket went *up*.



Definition

Adverbs that show *where* some action is done are called *adverbs of place*.

Each of the adverbs in the above sentences shows *where* the action is done.

Adverbs of place answer the question *Where*?

Exercise 2

Underline the *adverbs of place* in the following sentences.

1. He has come back.
2. The little lamb followed Mary everywhere.
3. Let us go out.
4. The servant has gone upstairs.
5. The peon is standing outside.
6. We sat inside.
7. Come in and sit down.
8. Work hard or you'll be kept in.

ADVERBS OF TIME/FREQUENCY

Read these sentences:

- The holidays will begin *tomorrow*.
- She goes to school *every day*.
- I shall return *soon*.
- Rama writes to me *often*.

Each of the adverbs in the above sentences shows *when* or *how often* the action is done.

Adverbs of time answer the question **When?** Adverbs of frequency answer **How often?**



Definition

Adverbs that show *when* some action is done are called **adverbs of time**.

Exercise 3

Underline the *adverbs of time* in the following sentences, and circle the *adverbs of frequency*.

1. You may go now.
2. The end soon came.
3. I hurt my knee yesterday.
4. Wasted time never returns.
5. He is going to Chennai shortly.
6. I shall visit you every year.
7. Lately he has become lazy.
8. I often hear the cuckoo sing.
9. I shall get a letter tomorrow.
10. I get up early every day.
11. Formerly we lived in Kolkata.
12. That day he arrived late.

ADVERBS OF DEGREE

Read these sentences:

- The rose is *very* beautiful.
- His face was *nearly* black.
- The man was *almost* angry.

The word *very* is used with the adjective *beautiful*, and tells **how** (or *to what degree*) *beautiful* the rose is.

The word *nearly* is used with the adjective *black*, and tells **how** *black* his face was.

The word *almost* is used with the adjective *angry*, and tells **how** *angry* the man was. These are **Adverbs of degree**.

Read these sentences:

- The boy runs *very* quickly.
- He speaks *rather* slowly.
- She drove *most* carefully.

The word *very* is used with the adverb *quickly*, and tells **how** *quickly* the boy runs.

The word *rather* is used with the adverb *slowly*, and tells **how** *slowly* he speaks.

The word *most* is used with the adverb *carefully*, and tells **how** *carefully* she drove.



Definition

The words *very*, *nearly*, *almost*, *rather* and *most* which are thus used with adjectives and adverbs to add something to their meaning, are called **adverbs of degree**.

We may now say that an **Adverb** is a word used with a verb, or an adjective, or another adverb to add something to its meaning.



Exercise 4

Underline the *adverbs of degree* in the following sentences.

1. He spoke very kindly to them.
2. The day passed very pleasantly.
3. He writes extremely well.
4. Please work less noisily.
5. He writes quite beautifully.
6. We missed you so much.
7. He is very kind to his servant.
8. These mangoes are almost ripe.
9. The cup is nearly full.
10. We spent a very pleasant day.
11. He is somewhat lazy.
12. This sum is quite easy.

INTERROGATIVE ADVERBS

Read these sentences:

- *When* did you come? • *Where* is Abdul?
- *How* did you do it? • *Why* are you late?

In the above sentences the words *when*, *where*, *how*, *why* are adverbs which are used in *asking questions*. These are therefore called *interrogative adverbs*.

Exercise 5

Underline the *adverbs* in the following sentences, state their kinds and name the words they modify.

1. Slowly and sadly we laid him down.
2. Things are not better at present.
3. The weather is delightfully cool.
4. He is old enough to know better.
5. How brightly the moon shines !
6. How did you manage it?
7. He went quickly from the house but soon returned there.
8. I shall be there presently.

Degrees of comparison

Some adverbs, like adjectives, have three degrees of comparison. Such adverbs are generally compared like adjectives.

If the adverb is of one syllable, we form the comparative by adding *-er*, and the superlative by adding *-est* to the Positive; as,

Positive	Comparative	Superlative
fast	faster	fastest
soon	sooner	soonest
near	nearer	nearest

Adverbs ending in *-ly* form the comparative by adding *more* and the superlative by adding *most*; as,

- The crow flies *swiftly*.
- The hawk flies *more swiftly* than the crow.
- Pigeons fly *most swiftly* of all birds.

Positive	Comparative	Superlative
comfortably	more comfortably	most comfortably
happily	more happily	most happily
kindly	more kindly	most kindly
loudly	more loudly	most loudly
noisily	more noisily	most noisily

But note: *early*, *earlier*, *earliest*.

- I came *early* this morning.
- Rama came *earlier*.
- Hari came *earliest* of all.

A few adverbs are compared *irregularly*:

Positive	Comparative	Superlative
well	better	best
badly	worse	worst
much	more	most
little	less	least
late	later	latest, last
far	farther	farthest



Prepositions

Read the following sentences:

- The book is *on* the desk.
- He came *with* me.
- The letter is *from* a friend of mine.
- I do not believe *in* such customs.

Each of the above sentences contains a word that shows the *relation between* two nouns or pronouns.



Definition

A **preposition** is a word placed before a noun (or a pronoun) to show in what relation the person or thing denoted by the noun stands to something else.

The preposition must have an object or the sentence is not complete. If we say 'The letter is from,' the sentence is not complete. The letter must be from somebody (or some place). We must say 'The letter is from Rama' or 'The letter is from Mumbai,' or something similar.

The noun or pronoun that follows a preposition is said to be **governed by the preposition**, and is called its **object**.

Exercise 1

Underline the *preposition* and circle its *object* in each of the following sentences.

1. He is blind in one eye.
2. His house is near mine.
3. He returned after a year.
4. Have you seen a rose without a thorn?

5. What are you looking at?
7. She is weak in arithmetic.
9. She spoke in a whisper.
6. What is he talking about?
8. The horse jumped over the hedge.
10. The boy climbed up the ladder.

IN, ON, AT

Note the use of *in*, *on* and *at* in the following sentences.

- We stayed *in* London for three days.
- Our plane stopped *at* London *on* the way to New York.
- I have lived *in* this village for five years.
- Does the bus stop *at* that village?

We use *in* with cities, towns and villages when we think of them as areas. We use *at* when we see the city, town or village as a point on a journey.

We use *at* to talk about addresses. If we merely give the name of the street, we use *in*.

- They live *at* 72 Tilak Street.
- They live *in* Tilak Street.

We use *in* with parts of the day.

- I will see him *in* the afternoon/*in* the evening.
- Exception: *at* night

We say *on* + a day + a part of the day.

- I will see him *on* Saturday afternoon.

SINCE, FOR

Note the use of *since* and *for* in the perfect tenses. *Since* is used with a point of time and *for* with a period of time.

<i>since</i>	8 o'clock	<i>for</i>	two hours
	last week		several days
	2nd May		a fortnight
	2001		three years
	my childhood		a long time

- I have known him

since 2000

for a long time.

- We have been waiting

since 9.30.

for an hour.



TILL, TO

Till is used of *time*, and *to* is used of *place*; as,

- I slept *till* eight o'clock.
- They waited *till* sunset.
- They fasted *till* the hour of prayer.
- They wept *till* dawn.
- They stopped *till* the end of the day.
- He walked *to* the end of the road.

WITH, BY

With often denotes the *instrument*, and *by* the *agent*; as,

- He killed two birds *with* one shot.
- He was stabbed *by* a lunatic.

IN, WITHIN

In before a noun denoting a period of time, means *at the end of*; *within* means *before the end of*; as,

- I shall return *in* an hour.
- I shall return *within* an hour.

Exercise 2

Insert the correct *preposition* in each of the following sentences.

1. The dog jumped _____ the river. (in, into)
2. The portrait was painted _____ a famous artist. (with, by)
3. I have not seen him _____ a long time. (for, since)
4. He was killed _____ the robber _____ a hatchet. (by, with)
5. How long have you stayed _____ this village? (in, at)
6. We live _____ 36 Park Street. (in, at)
7. He has been working in this factory _____ three years. (since, for)
8. She has been ill _____ last month. (since, for)
9. We met him _____ Sunday morning. (on, in)
10. We walked from the museum _____ the station. (till, to)

Exercise 3

Fill in the blanks with appropriate *prepositions*.

1. He has spent his life _____ Delhi.
2. I saw him felling a big tree _____ a hatchet.
3. He travelled 120 km _____ two hours.

4. He is laid down with fever _____ yesterday.
5. He rushed _____ my room, panting for breath.
6. The Rajdhani Express is due _____ 3 p.m.
7. The child has been missing _____ last Tuesday.
8. The portrait was painted _____ Ravi Verma.
9. He hanged himself _____ a piece of cloth.
10. He was born _____ a small village _____ Gujarat.



Position of Prepositions

Rules

1. The preposition is usually placed before the noun or pronoun it governs, but it is often placed at the *end* of the sentence when the relative pronoun is omitted; as,
 - That is the boy (*whom*) I was speaking of.
2. In interrogative sentences the preposition is often placed at the end; as,
 - *What* are you talking *about*?
 - *What* is this made *of*?
 - *What* do you want me *for*?
 - *Who* are you looking *for*?
3. When the object is the relative pronoun *that*, the preposition is always placed at the end; as,
 - Here is the book *that* you asked *for*.
 - This is the boy *that* I spoke *of*.
4. The preposition is also placed at the end when emphasis is required; as,
 - *This* I insist *on*.
 - Such *conduct* I am at a loss to account *for*.

Certain verbs, nouns, and adjectives are always followed by particular prepositions. Read the following sentences. Note the correct preposition after each word in italics.

- He *agreed to* my proposal.
- He *supplied* the poor *with* clothing.
- Silk-worms *feed on* mulberry leaves.
- He is *engaged to* my cousin.
- He was *punished for* misconduct.
- She was *dressed in* a white saree.
- I beg leave to *differ from* you.
- I *warned* him *of* the danger.
- He was *born of* poor parents.
- *Beware of* pickpockets.
- The doctor *cured* him *of* asthma.
- What is the *matter with* the child?
- I had *difficulty in* finding his address.
- Little Jack proved quite a *match for* the giant.
- This drug acts as a *preventive of* malaria.
- He is *dependent on* his parents.
- He is *bound by* a contract.
- He is *deficient in* common sense.



- He is *indifferent to* his own interest.
- Oil is *good for* burns.
- This pencil is *different from* that.
- He is *ill with* fever.
- We should *provide against* risk of fire by insuring our goods.
- He is *blind in* one eye.
- Alcohol is *injurious to* health.
- He is *related to* me.
- The Moors were *famous for* their learning.
- The goat *subsists on* the coarsest of food.

Exercise 4

A. Fill in the blanks with correct *prepositions*.

1. A wise man profits _____ experience.
2. I have a picture similar _____ yours.
3. You may rely _____ what he says.
4. He has no taste _____ music.
5. You will be sorry _____ your mistake.
6. His face is familiar _____ me.
7. His sister died _____ consumption.
8. He is married _____ my cousin.
9. The jury found him guilty _____ murder.
10. Take care _____ your health.

B. Complete the sentences with correct *prepositions*.

1. The dog is faithful _____ his master.
2. My sister is fond _____ fairy tales.
3. He is always in need _____ money.
4. He is acquainted _____ all the facts.
5. She is fond _____ children.
6. Never yield _____ temptations.
7. This house is suitable _____ a large family.
8. His face reminds me _____ his father.
9. This rose differs _____ that.
10. He is very different _____ what I expected.



Conjunctions

Read these sentences:

- Rama has gone *and* Arjun has come. Two *and* two make four.
- Do your work *or* I shall punish you. Would you have coffee *or* tea?
- I called him *but* he did not hear me. Everyone knew the correct answer *but* Akaash did not.

The word *and* is used

- to suggest that one idea follows another.
- to join a list of nouns.

The word *or* is used

- to suggest that only one possibility can be realised, excluding one *or* the other.
- to suggest alternatives.

The word *but* is used

- to suggest a contrast that is unexpected.
- to connect two ideas with the meaning 'with the exception of'.

These words *and*, *or*, *but*, which are used to *join* one group of words to another, are called **conjunctions**. (Latin *con*, together, and *junctus*, joined.)



Definition

A **conjunction** is a word that joins words or groups of words together.

The following sentences contain some more examples of conjunctions:

- I did not come *because* you did not call me.
- Give me something to drink, *else* I shall die of thirst.
- You will get the prize *if* you deserve it.
- Do not go *before* I come.
- I hear *that* your brother is in London.
- Will you wait *till* I return?
- He deserved to succeed *for* he worked hard.
- He asked *whether* he might have a holiday.
- I will stay *until* you return.
- He was sorry *after* he had done it.
- *Unless* you tell me the truth, I shall punish you.
- He finished first *though* he began late.
- *Since* you say so, I must believe it.
- *As* he was not there, I spoke to his brother.
- *When* I was younger I thought so.
- They are poor *yet* cheerful.
- The bag was heavy *therefore* I could not carry it.
- I missed the train *although* I walked fast.
- The earth is larger *than* the moon.



CORRELATIVE CONJUNCTIONS

Some conjunctions are used in pairs; as,

- *Both — and* as in: We *both* love *and* honour him.
- *Either — or* as in: *Either* take it *or* leave it.
- *Neither — nor* as in: It is *neither* useful *nor* ornamental.
- *Whether — or* as in: I do not care *whether* you go *or* stay.
- *Not only — but also* as in: *Not only* is he foolish, *but also* obstinate.



Definition

Conjunctions which are thus used in pairs are called **correlative conjunctions** or merely **correlatives**.

Exercise 1

Underline the *conjunctions* in the following sentences.

1. He will help you if you ask him.
2. Ask him whether he wishes to go or not.
3. You can come if you like.
4. Either you or I must go.
5. He will never succeed although he works hard.
6. Don't answer unless you know.

Exercise 2

Complete the following sentences with appropriate *conjunctions*.

1. Will you kindly wait _____ I return?
2. Catch me _____ you can.
3. The grasshopper would not have starved in winter _____ she had not been lazy all the summer.
4. The tortoise beat the hare _____ the hare was the swifter of the two.
5. I will go away _____ you do not want me.
6. I shall be surprised _____ you fail.
7. Cats can climb trees, _____ dogs cannot.
8. He has succeeded better _____ he hoped.
9. We can travel by land _____ by water.
10. We saw the lightning _____ we heard the thunder.



Exercise 3

Frame sentences with the following *conjunctions*.

1. but
2. or
3. and
4. therefore
5. because
6. till
7. after

Group Work

Work with another student and join the following pairs of sentences together by means of a suitable *conjunction*.

1. He is rich. He is not happy.
2. You must be quiet. You must leave the room.
3. He forgave him. He was penitent.
4. He put in his thumb. He pulled out a plum.
5. Rama works hard. Hari is idle.
6. He was afraid of being late. He ran.
7. I stumbled. I was going downstairs.
8. Balu made twelve runs. He was caught at the wicket.
9. He did not succeed. He worked hard.
10. I lost the prize. I tried my best.

Punctuation

A punctuation mark is a mark, or sign, used in writing to separate sentences and their elements and to clarify meaning.

There are rules of punctuation that have to be followed; at the same time there are also punctuation conventions that many follow.

The most common punctuation marks in English are:

1. Full stop (.)
2. Comma (,)
3. Semicolon (;)
4. Colon (:)
5. Question mark (?)
6. Exclamation mark (!)
7. Quotation marks or inverted commas (‘ ’)

FULL STOP

The full stop represents the greatest pause and separation.

1. It is used to mark the end of a sentence that is a complete statement.
 - I am an intelligent boy.
 - Go and bring a glass of water.
2. It is used for initials.
 - M.K. Gandhi: Mohandas Karamchand Gandhi
3. It is used for abbreviations.
 - a.m.
 - U.S.A.

COMMA

The comma represents the shortest pause. It is used

1. to separate a series of words of the same parts of speech.



- Please put the cups, spoons, jars and plates in the cabinet. (nouns)
 - He was a tall, handsome, intelligent and charming man. (adjectives)
2. to set off the name of the person addressed (spoken to).
 - I have finished my lesson, John.
 - Close the door, Maria.
 3. to set off appositives.

An appositive is a word or phrase that adds extra information about the noun that appears before it in a sentence.

Noun	Appositive	
• Joe,	my youngest brother,	was born on Sunday.
• The town of Kitchener,	once known as Berlin,	is in Ontario.
 4. to set off words that interrupt the main idea of a sentence.
 - My boss, for example, donated thousands of rupees to charity last year.
 - It may not be correct, however, to say this.
 5. to separate paired adjectives that describe a noun.
 - They serve cheap, delicious meat. (right)
 - They serve cheap delicious meat. (wrong)

SEMICOLON

The semicolon represents a greater pause than that indicated by a comma.

It is used to connect sentences that are closely related.

- Some people like chicken; others prefer fish.

Semicolons are not commonly used in contemporary English. Full stops and commas are more common.

COLON

The colon represents a greater pause than that indicated by a semicolon.

1. It is used to introduce items in a long list if the introductory clause can stand by itself.
 - There are three main reasons for the success of the government: economic, social and political.
2. It is used to introduce a quotation if the introductory sentence can stand by itself.
 - Shakespeare said: 'All that glitters is not gold.'



3. It is used between sentences when the second sentence explains or justifies the first sentence.
- The dog and the cat finally found something in common: they both enjoy sleeping in front of a warm fireplace.

QUESTION MARK

A question mark is used after a direct question.

- Have you done your homework?
- What is your name?



EXCLAMATION MARK

The exclamation mark is commonly used after interjections (words or phrases that are used to exclaim, command or protest).

- Alas! We have lost the match.
- What a beautiful flower it is!

QUOTATION MARKS

The quotation marks or inverted commas are used to enclose the exact words of the speaker.

- Rita said, 'Come for dinner tonight.'
- The teacher said, 'You must read seriously.'

CAPITAL LETTERS

A capital letter is used to begin

1. a new sentence
 - *He* is an intelligent boy.
 - *She* is a good dancer.
2. proper nouns
 - His name is *Raman*. He lives in *Delhi*.
3. the pronoun *I* and the word *O*
4. the names of languages, nationalities, and the adjectives derived from them
English *Indian* *Italian* cooking *Japanese* *Spanish* music
5. the first word in a direct quotation
 - He said, 'The book is interesting.'



APOSTROPHE

Apostrophe is used for several purposes:

- The marking of the omission of one or more letters (as in the contraction of *do not* to *don't*).
- The marking of **possessive case** (as in *the eagle's feathers*, or in *one month's time*).
- The marking of plurals of individual characters (example: *p's and q's*, *three a's*, *four i's*, and *two u's*.)

Apostrophe (') to show contraction

Contractions are used when two words are combined to form one, by dropping one or more letters. The apostrophe indicates the dropped letters. See the table below:

Full form	Contracted	Notes
not	-n't	informal; Irregular forms: shan't & 'amn't. 'n't can only be attached to an auxiliary verb which is itself not contracted.
let us	let's	informal, as in 'Let's go.'
I am	I'm	informal, as in 'I'm here.'
are	-'re	informal; we're
does not	doesn't	informal, as in 'He doesn't like tea.'
is	-'s	informal, as in 'He's driving right now.'
has	-'s	informal, as in 'She's been here before.'
have	-'ve	informal, as in 'I've got one left.'
had	-'d	informal, as in 'He'd already gone.'
did not	didn't	informal, as in 'She didn't like the movie.'
would	-'d	informal, as in 'We'd like to go.'
will	-'ll	informal, as in 'I'll call you later.'
of	o' / -a	informal, as in 'cup o' coffee,' 'lots o' luck', 8 o'clock,
it	't-	archaic, except in stock uses such as 'Twas the night before Christmas



We see that:

- would + not = wouldn't (the apostrophe comes in place of the dropped *o*)
- I + am = I'm (the apostrophe comes in place of the dropped *a*)
- she + will = she'll (the apostrophe comes in place of the dropped *wi*)
- should + not = shouldn't (the apostrophe comes in place of the dropped *o*)
- can + not = can't (the apostrophe comes in place of the dropped *no*)

Apostrophe + s to show possession

Rules

1. The **possessive form** of a noun is formed by adding 's to the noun. Possessive forms denote ownership or relationships. We indicate possession or ownership
 - in a singular noun by using an apostrophe followed by the letter 's.
Example: the man's shirt.
 - in a plural noun by placing the apostrophe after the final s'.
Example: the girls' hostel, teachers' conference
 - in names that end with the letter s by adding the apostrophe alone.
Example: the Kapoors' house; Keats' poetry
2. For common possession, we only add 's to the last name.
Example: Janet and Jane's house
3. Where possession is not common, we add 's to each.
Example: Janet's and Jane's houses
4. With a singular compound noun, we show possession with 's at the end of the word.
Example: my mother-in-law's dress
5. An **apostrophe** is never used with possessive pronouns like: **his, hers, theirs, ours, yours**. They already show possession, so they do not need an apostrophe.
Example: This book is **hers**, not **yours**.

Exercise 1

Rewrite the following sentences after putting the necessary *punctuation marks*. Use the capital letters, wherever required.

1. will you do me a favour.
2. delhi the capital of india stands on the banks of river yamuna.
3. gagan knows english hindi french russian spanish and japanese
4. how beautiful the sky is



5. rani please answer the phone
6. where do you want to go asked nita
7. she had a banana an apple a sandwich and a cup of coffee for breakfast
8. pardon me o god
9. sachin tendulkar the famous cricketer will present the award.
10. some people work best in the mornings others do better in the evenings
11. i was late for school this morning the bus was full and i had to walk
12. we have to buy these things a table three chairs and two stools

Exercise 2

Write the sentences given below using *contractions* for the underlined words.

1. She will post the parcels today.
2. Mother said I could not go to the movies before my exams.
3. Do not tease the dog. It will bite you.
4. I cannot find my father's umbrella.
5. The boys are playing in the rain. They will catch a cold.
6. You should not tease animals in the zoo.
7. They are waiting in the hall.
8. If you do not behave, there would be trouble.
9. Will you not have some more wine?
10. In a situation like that I would scream until somebody came to help me.



Exercise 3

Punctuate the following passage by inserting capital letters, full stops, question marks, commas and apostrophes wherever necessary.

once upon a time there was a miser who used to hide his gold silver diamonds and other precious things at the foot of a small tree in his garden every week he used to go and dig it up and gloat over his gains a robber who had noticed this went and dug up the gold and stole it when the miser next came to gloat over his treasures he found nothing but the empty hole he tore his hair and cried wheres all my wealth gods been so unkind hearing him the neighbours came and he told them how he used to come and visit his gold did you ever take any of it out asked one of them no said he i only came to look at it then come again and look at the hole said a neighbour it will do you just as much good.



Direct and Indirect Speech

There are two ways to narrate the spoken words of a person: Direct speech and Indirect speech

Direct speech repeats, or quotes, the exact words spoken. The words spoken are placed between quotation marks (‘ ’) and there is no change in these words.

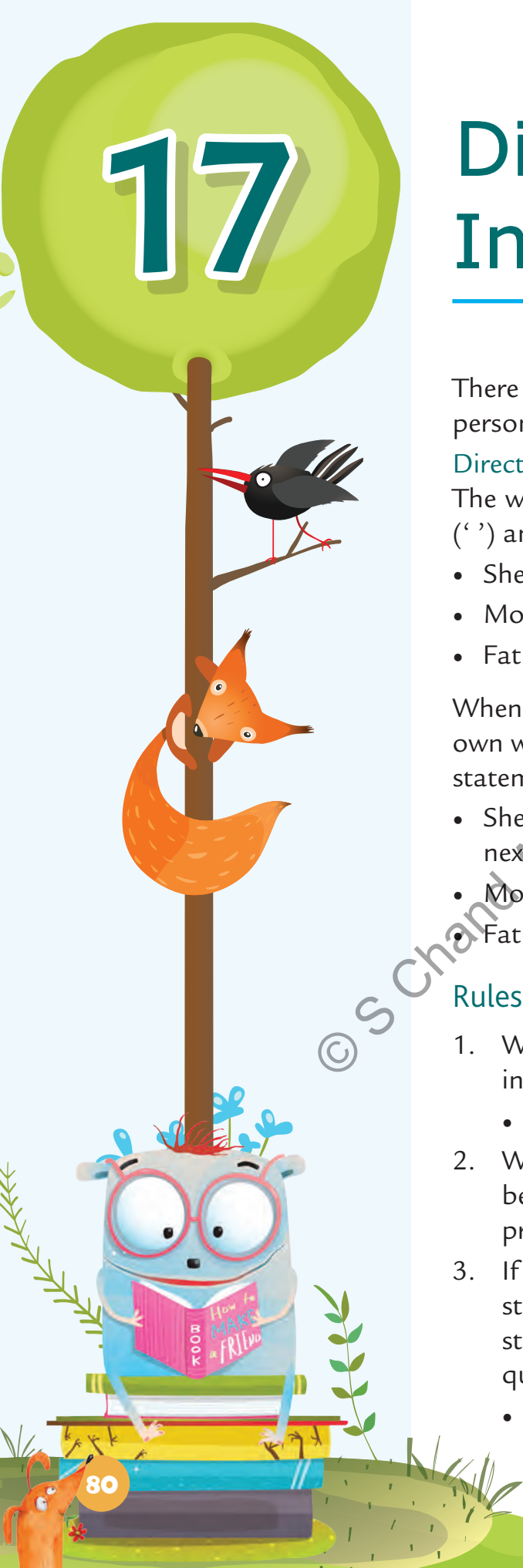
- She said, ‘I will meet you at the concert tomorrow.’
- Mom said, ‘Don’t forget to fold your clothes.’
- Father asked, ‘Why are you so late?’

When you report someone else’s statement in your own words without any change in the meaning of the statement it is said to be in **indirect speech**.

- She said that she would meet me at the concert the next day.
- Mom told me not to forget to fold my clothes.
- Father asked me why I was so late.

Rules

1. We use inverted commas (or quotation marks) to indicate direct speech.
 - ‘I will be home early this evening,’ she said.
2. We use a comma (,) at the end of the speech, before the closing inverted comma. Note the previous example.
3. If the speaker is asking a question, making a statement, or exclaiming, question mark (?), full stop (.), or exclamation mark (!) comes inside the quotation mark.
 - She asked, ‘Are you coming with us?’



- She exclaimed, 'Oh my God! You really are coming with us!'
4. The reported speech normally begins with a capital letter, unless it is broken into two parts. Then the first letter of the continuation speech is not in capitals.
- 'I will be late today,' she said, 'unless my work finishes on time.'

General rules of changing direct speech into indirect speech

1. Firstly, comma (,) and the quotation marks ('...') are removed.
2. The reporting verb is changed according to different kinds of sentences.
3. The conjunction is used according to different kinds of sentence, i.e. assertive, interrogative, etc.
4. The pronoun is changed according to the speaker and the hearer.
5. The verb is changed according to the rule of the sequence of tenses (Tenses are changed).
6. Words expressing nearness are changed into words expressing distance.

Rules for the change of tenses

If the reporting verb is in the present or future tense, there is no change in the tense of the verb in the indirect speech.

- Reena says, 'She *likes* mangoes.'
- Reena says that she *likes* mangoes.
- He will say, 'I *am* hungry.'
- He will say that he *is* hungry.

If the reporting verb is in the past tense, the tense of the verbs in the reported speech or indirect speech must be generally changed.

The simple present becomes the simple past.

- Renu said, 'She *likes* fruits.'
- Renu said that she *liked* fruits.

The present continuous becomes the past continuous.

- John said, 'I *am going* to church.'
- John said that he *was going* to church.

The present perfect becomes the past perfect.

- Jatin said, 'I *have done* my homework.'
- Jatin said that he *had done* his homework.

The simple past becomes the past perfect.

- Angu said, 'I *brought* a pen yesterday.'
- Angu said that she *had brought* a pen the day before.



The past perfect is not changed.

- Anil said, 'He *had gone* to Patna.'
- Anil said that he *had gone* to Patna.

Shall/will is changed into *would*, *may* is changed into *might* and *can* is changed into *could*.

- He said, 'I *will go* to London tomorrow.'
- He said that he *would go* to London the next day.

Exceptions

If the direct speech contains a universal truth or a habitual fact or a saying, the tense of the direct speech remains unchanged even if the reporting verb is in the past.

- The teacher *said*, 'The sun rises in the East.'
- The teacher said that the sun rises in the East.
- Geeta *said*, 'Reema always speaks the truth.'
- Geeta said that Reema always speaks the truth.

Rules for change of pronouns and possessive adjectives

Pronouns and possessive adjectives of the first person in the reported speech are changed into pronouns and possessive adjectives of the same person as that of the subject of the reporting verb.

- He said, 'I like music.'
- He said that *he* liked music.
- They said, 'We *have* completed *our* work.'
- They said that *they* had completed *their* work.

Pronouns and possessive adjectives of the second person in the reported speech are changed into pronouns and possessive adjectives of the same person as that of the object of the reporting verb.

- She said to me, 'You are a brilliant student.'
- She said to me that *I* was a brilliant student.
- He said to me, 'Your shirts are beautiful.'
- He said to me that *my* shirts were beautiful.

Pronouns and possessive adjectives of the third person in the reported speech do not change.

- He said, 'She will buy a pen.'
- He said that *she* would buy a pen.



- He said to me, 'She has done *her* duty.'
- He said to me that she had done *her* duty.

Rules for changing words denoting time and place

Words expressing nearness in time and place are generally changed into words expressing distance. This change is made if the reporting verb is in the past tense.

- He said, 'I am glad to be *here this* evening.'
- He said that he was glad to be *there that* evening.
- The teacher said, 'The principal is absent *today*.'
- The teacher said that the principal was absent *that day*.

Direct speech	Indirect speech	Direct speech	Indirect speech
this	that	these	those
here	there	now	then
ago	before	today	that day
tonight	that night	last night	previous night
yesterday	the previous day/ the day before	tomorrow	the next day/ the following day
last week	the previous week/ the week before	next week	the week after/the following week

How to change assertive sentences into indirect speech

- Remove the quotation marks.
- Use the conjunction 'that'.
- Change the reporting verb 'say to' into 'tell'.
- Change the reporting verb 'said to' into 'told'.



Note

He told me that (correct)
He told that (incorrect)

Examples:

1. Ranu says, 'I love my country.'
Ranu says that she loves her country.
2. Pradeep said, 'The earth revolves round the sun.'
Pradeep said that the earth revolves round the sun.



3. Varun said to Vikash, 'I have bought a new book.'
Varun told Vikash that he had bought a new book.
4. Neha said to Manish, 'I shall take this pen.'
Neha told Manish that she would take that pen.

Exercise 1

Change the following sentences into *indirect speech*.

1. Jatin said to me, 'I was awarded with the first prize.'
2. He said, 'I saw her yesterday.'
3. The teacher said, 'Knowledge is power.'
4. He said to me, 'You are wrong.'
5. You said, 'I will do this for him.'
6. Raina said, 'I am going to read a book this week.'
7. Ravi said, 'I have seen the movie.'
8. The teacher says to me, 'If you work hard, you will pass.'
9. He said, 'His friends were playing cricket.'
10. He will say, 'I was right.'
11. He says, 'I will do this work.'
12. Ravi says, 'Rachna was wrong.'



How to change interrogative sentences into indirect speech

- Remove the quotation marks and question mark.
- Use 'if' or 'whether' if the sentence inside the quotation marks begins with a helping verb (auxiliary verb).
- Use the given interrogative word (what, when, where, why, who, whom, whose, which, etc.) if it does not begin with a helping verb.
- Do not use 'if' or 'whether' if the sentence begins with an interrogative word.
- Change the reporting verb (say or said) into 'ask' or 'enquire' in its correct tense.
- Remove helping verbs like do, does, did.

Examples:

1. He said to me, 'How are you?'
He asked me how I was. (Not, how was I)
2. She said, 'Will he participate in the competition?'
She asked me if he would participate in the competition.

3. She said to him, 'Why did you do that?'
She asked him why he had done that.
4. Monu said to Sonu, 'Do you like mangoes?'
Monu asked Sonu if he liked mangoes.

Exercise 2

Change the following sentences into *indirect speech*.

1. Rohan said to me, 'How much did you pay for this ball?'
2. The doctor said to him, 'Are you feeling better?'
3. The teacher said to me, 'Have you done your homework?'
4. He told me, 'Do you know anything about the book?'
5. My brother said, 'Has anybody called while I was out?'
6. She said to me, 'Do you know where Mrs Malti lives?'
7. He said to her, 'Has the train left?'
8. She said, 'How much does this pen cost?'
9. She said to me, 'Where are you from?'
10. She said to him, 'When will you meet your friends?'



How to change imperative sentences into indirect speech

- Remove the quotation marks.
- Use 'to' if it is an affirmative sentence.
- Use 'not to' if the sentence begins without Don't.
- If the direct speech contains a request or a command, the reporting verb (say or said) changes to tell, request, order, command, etc. in its correct tense.

Examples:

1. 'Don't talk in the class,' said the teacher to the boys.
The teacher ordered the boys not to talk in the class.
2. The beggar said to them, 'Please give me something to eat.'
The beggar requested them to give him something to eat.
3. Ramesh said to me, 'Be careful while driving.'
Ramesh advised me to be careful while driving.
4. 'Bring me a cup of tea,' said Neeta to Anandita.
Neeta asked Anandita to bring her a cup of tea.



Exercise 3

Change the following sentences into *indirect speech*.

1. The poor man said to me, 'Please help me.'
2. The teacher said to the students, 'Respect elders.'
3. He said to the customer, 'Come in, please.'
4. The policeman said to the prisoner, 'Do not fight in the prison.'
5. He said to me, 'Don't stay here anymore.'
6. He said to his peon, 'Shut the door.'
7. The teacher said, 'Obey your parents.'
8. My friend said to me, 'Keep trying to win.'
9. Sajid said to me, 'Let us go for shopping.'
10. The teacher said to the students, 'Don't waste time.'



How to change exclamatory sentences into indirect speech

- Change the exclamatory sentence into statement or assertive.
- Remove the quotation marks and exclamatory mark.
- Use the conjunction 'that'.
- Remove the words showing exclamation such as Oh, O, Alas, how, what, hurrah.
- If the verb is not given, use 'be' form verb (is, was, are, were, am) in its correct tense according to the subject.
- Change the reporting verb (say, said) to exclaimed with joy, exclaimed with sorrow, etc.

Examples:

1. 'O, what a beautiful flower that is!' said she.
She exclaimed joyfully that that was a very beautiful flower.
2. She said, 'Alas! I failed in the exam.'
She exclaimed sorrowfully that she had failed in the exam.
3. They said, 'Wow! What pleasant weather it is.'
They exclaimed with wonder that it was pleasant weather.
4. 'How beautiful she is!' said Ravi.
Ravi exclaimed with joy that she was very beautiful.

Exercise 4

Change the following sentences into *indirect speech*.

1. Mary said, 'How dreadful!'
2. She said, 'Alas! I failed in the test.'
3. Manish said, 'Wow! What a nice pen it is.'
4. She said, 'Hurrah! I am selected for the job.'
5. He said, 'Oh no! I missed the flight.'
6. They said, 'Wow! What pleasant weather it is!'
7. She said, 'How lovely the house is!'
8. 'What a strange idea!' he said.
9. He said, 'Hurrah! I won the first prize.'
10. 'Ooh! What a dirty child!' said the mother.



Exercise 5

Change the following sentences into *indirect speech*.

1. Aalia said, 'I can't go to the party tonight.'
2. She said to her daughter, 'Are you coming home for dinner?'
3. He said to Prem, 'Why are you shouting?'
4. She said to the waiter, 'Please give me a menu.'
5. The teacher said to the students, 'Be quiet.'
6. The teacher said, 'You will have a test tomorrow.'
7. She said, 'I can speak five languages.'
8. Kirti said, 'I cooked dinner.'
9. The students said, 'Hurrah! We have won the series.'
10. Anurag said, 'How clever I am!'



Revision Test 3

A. Underline the *adverbs* in the following sentences and state their kind.

1. Raman plays cricket well.
2. He arrived quite early.
3. He often comes here.
4. He ran fast to catch the bus.
5. Ramesh works very hard.
6. We will meet him tomorrow.
7. John laughed loudly.
8. Where do you live?



B. Complete the sentences with appropriate *prepositions*.

1. You must watch _____ an opportunity.
2. The old woman is weary _____ life.
3. Attend _____ your work.
4. I will comply _____ your request.
5. Allow me to remind you _____ your promise.
6. I must inquire _____ the matter.
7. I congratulate you _____ your success.
8. I beg to differ _____ you.

C. Which of the italicised words are *prepositions* and which are *conjunctions*? Give reasons for your answer.

1. He went *after* I came.
2. The dog ran *after* the cat.
3. We shall stay here *till* you return.
4. Stay *till* Monday.
5. Look *before* you leap.
6. He stood *before* the door.
7. We have not seen him *since* yesterday.
8. He has been here *since* you left.



D. Punctuate the following sentences. Use capitals where necessary.

1. ramesh where have you been
2. rani said i hate seeing films
3. hes going to the club isn't he
4. we have to buy these things a pen three pencils and two erasers
5. jawaharlal nehru the first prime minister of india died in 1964.
6. stop there she shouted.
7. what a lovely garden she exclaimed
8. would you get me a ticket please she said

E. Change the *speech* of the following sentences.

1. He said, 'I forgot to post the letter.'
2. The teacher said, 'Don't read so fast.'
3. He said, 'Are you going to the market?'
4. He said, 'How clever she is!'
5. He said that it was a strange idea.
6. He asked what I was doing.
7. She asked me to sit down.
8. He said that the film was interesting.



F. Fill in the correct adverb form (comparative or superlative) of the adjectives in brackets.

1. I speak English _____ (fluent) now than last year.
2. She greeted me _____ (polite) of all.
3. This girl dances _____ (graceful) than any other girl.
4. Could you write _____ (clear)?
5. Birds can fly _____ (high) than aeroplanes.
6. Now, he drives _____ (careful) than before.
7. Jim runs the _____ (fast) in the team.
8. Our team played the _____ (good) of all.

Comprehension

Comprehension means 'to understand'. Therefore, to be a good and mature reader, it is important to develop and improve one's ability to comprehend.

A comprehension exercise consists of a passage, based on which some questions are set to test the student's ability to understand the passage. Keep the following points in mind while attempting the questions:

- It is important to read the passage carefully to be able to answer the questions.
- Study the questions thoroughly and answer to the point.
- Be brief and simple in your answers.

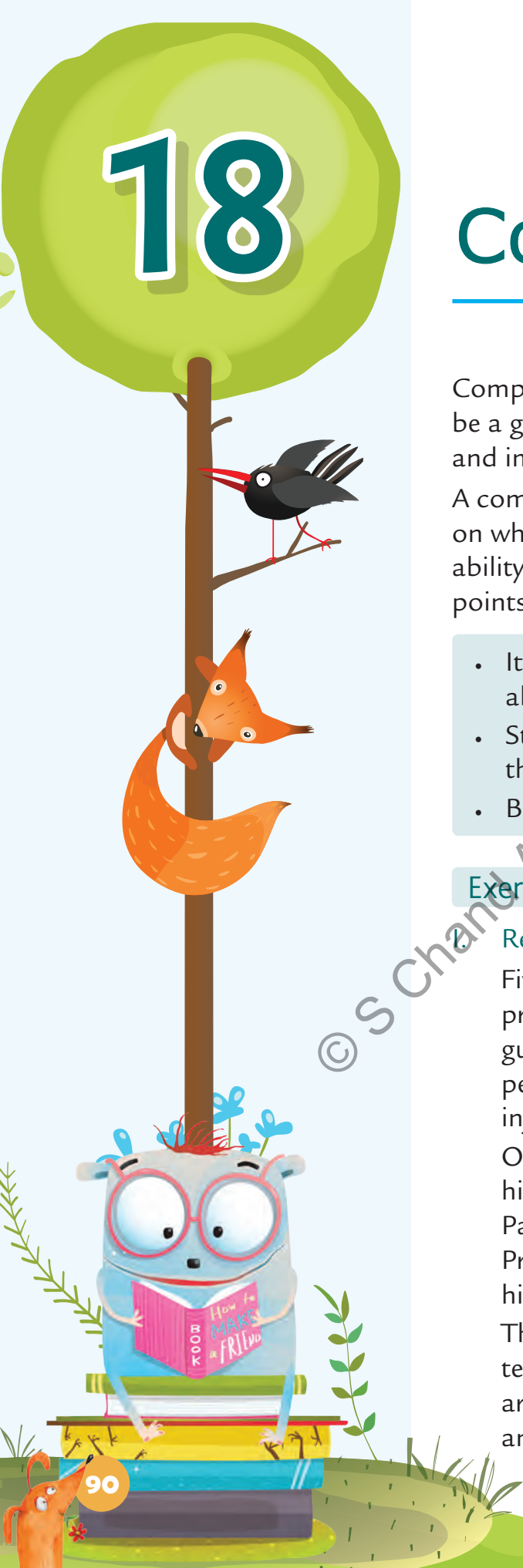
Exercises

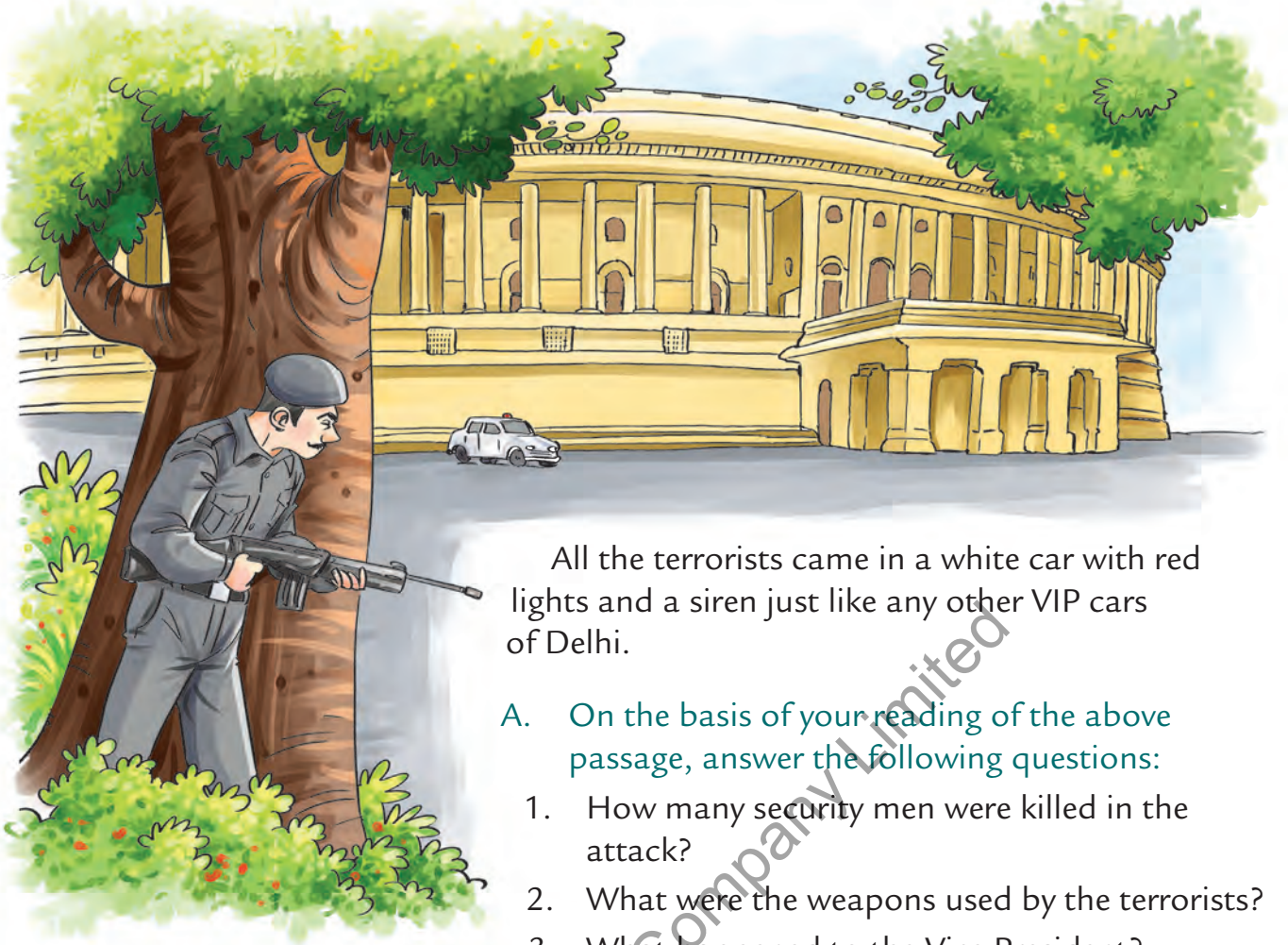
1. Read the following report carefully.

Five armed terrorists barged into the Parliament premises, New Delhi in a suicide attack. They gunned down seven persons before security personnel killed them. Seventeen others were injured in this attack.

One of the terrorists had a bomb attached to his body and blew himself up. No member of Parliament was injured in the attack but the Vice President had a narrow escape. The terrorists killed his security men.

The gun battle between the security men and the terrorists lasted for over an hour. The terrorists were armed with pistols, automatic rifles, grenades and explosives.





All the terrorists came in a white car with red lights and a siren just like any other VIP cars of Delhi.

A. On the basis of your reading of the above passage, answer the following questions:

1. How many security men were killed in the attack?
2. What were the weapons used by the terrorists?
3. What happened to the Vice President?
4. What happened to the security guards of the Vice President?
5. Describe the vehicle they came in.

B. Find words or phrases which mean the same as below.

- | | |
|------------------|---------------------------|
| 1. killed _____ | 2. saved marginally _____ |
| 3. entered _____ | 4. hurt _____ |

C. Tick (✓) the correct option for each of the following questions:

1. How many terrorists entered the Parliament?
(a) ten (b) four (c) two (d) five
2. How many people were injured in the attack?
(a) twenty-four (b) fifteen (c) seventeen (d) none of these
3. For how long did the gun battle last?
(a) twelve hours (b) over one hour (c) six hours (d) three hours
4. Who killed the terrorists?
(a) security personnel of the Parliament (b) policemen
(c) army (d) none of these

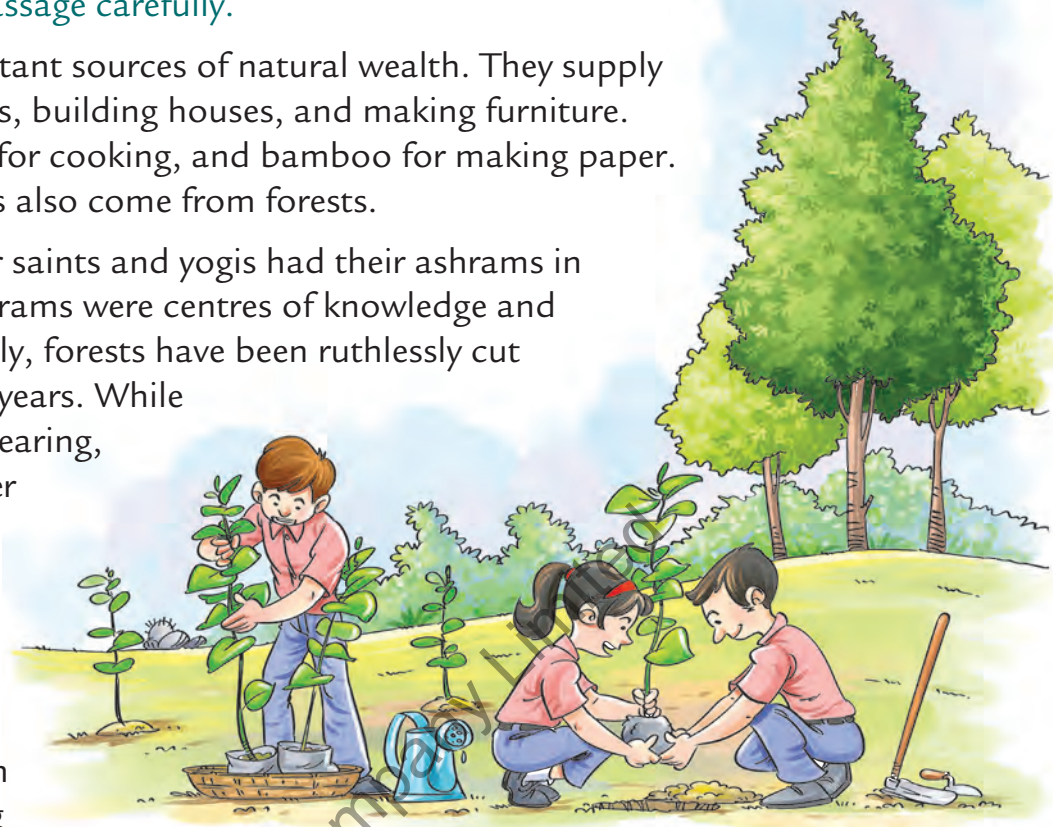


II. Read the following passage carefully.

Our forests are important sources of natural wealth. They supply timber for the railways, building houses, and making furniture. They also supply fuel for cooking, and bamboo for making paper. Many medicinal herbs also come from forests.

In the olden days, our saints and yogis had their ashrams in the forests. These ashrams were centres of knowledge and learning. Unfortunately, forests have been ruthlessly cut down in the past few years. While the forests are disappearing, the demand for timber is growing. It is in fact the need of the hour to protect and preserve forests.

‘Vanamahotsava’ is observed for a week in July every year. During this week, lakhs of saplings are planted throughout the country. This is being done to restore the fast disappearing forests.



A. On the basis of your reading of the above passage, answer the following questions:

1. Write any two reasons why we need timber.
2. Who used to stay in the forests in the olden days?
3. Why is Vanmahotsava observed?
4. What is supplied by the forest that we need to make paper?
5. What do we do during Vanmahotsava?

B. Find words or phrases from the passage that mean the same as the following.

- | | |
|--|------------------|
| 1. to do something without mercy or pity | 3. vanishing |
| 2. bring back | 4. a small plant |

C. State whether the following statements are true (T) or false (F).

- | | |
|---|-------|
| 1. Forests supply fuel for cooking and bamboo for making paper. | _____ |
| 2. Medicinal herbs come from factories. | _____ |
| 3. With the forests disappearing, the demand for timber is also decreasing. | _____ |
| 4. Vanamahotsava is observed for a week in July every year. | _____ |

- D. Conduct a 'Vanmahotsava' drive in your school for a week where each and every student and teacher plants a sapling in the school premises. Record your experience about how you felt while planting a sapling in your notebook.

III. Read the following story.

An old man once went to a sleepy little town. There he waved at every one and smiled at everyone to make friends with the people of the little town. But, because his clothes were tattered and shabby, no one made him their friend. The poor old man, hungry that he was, went to the Mayor's house and asked for some food. The rude wife of the mayor didn't give him any food and told him to go away.

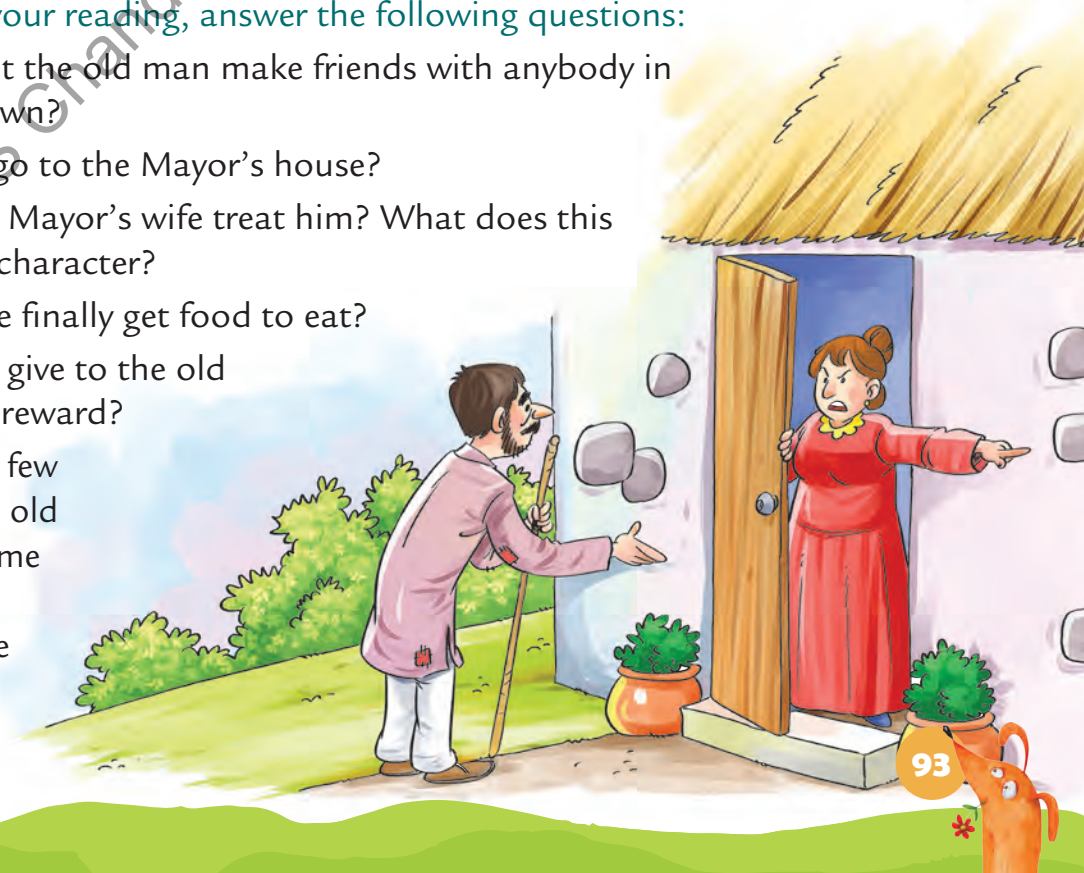
The hungry old man wandered through the town the whole day until he came to a tiny little house that belonged to an old woman. This woman was the poorest of all the people who lived in the town. This old woman felt sorry for the man and shared whatever little food she had with him.

The old man thanked the old woman and gave her a magic pine cone that would multiply anything which she would touch first after the old man left.

After the old man left her house, she went to the basket to take out the cloth she had woven the night before. And those clothes began to multiply. Soon her house was filled with clothes. She took those clothes to sell in the market the next day, and the next day and the next day, but the clothes kept multiplying. Thus every day she would take those clothes to the market and sell them. Soon the woman became the richest in the town. God always shows his kindness to kind people.

A. On the basis of your reading, answer the following questions:

1. Why couldn't the old man make friends with anybody in the sleepy town?
2. Why did he go to the Mayor's house?
3. How did the Mayor's wife treat him? What does this show of her character?
4. Where did he finally get food to eat?
5. What did he give to the old woman as a reward?
6. Describe in a few lines how the old woman became the richest woman in the town.



B. Make meaningful sentences with the following words:

1. shabby 2. sleepy 3. magic 4. kindness

C. Tick (✓) the correct answer.

1. Where did the old man go?
(a) a city (b) a sleepy little town
(c) a village (d) a forest
2. What did the old woman touch after the old man left?
(a) a plate of food (b) money
(c) a basket of cloth she had woven the previous night
(d) none of the above
3. Whom does God always show his kindness to?
(a) kind people (b) successful people
(c) rich people (d) poor people

IV. Read the following poem.

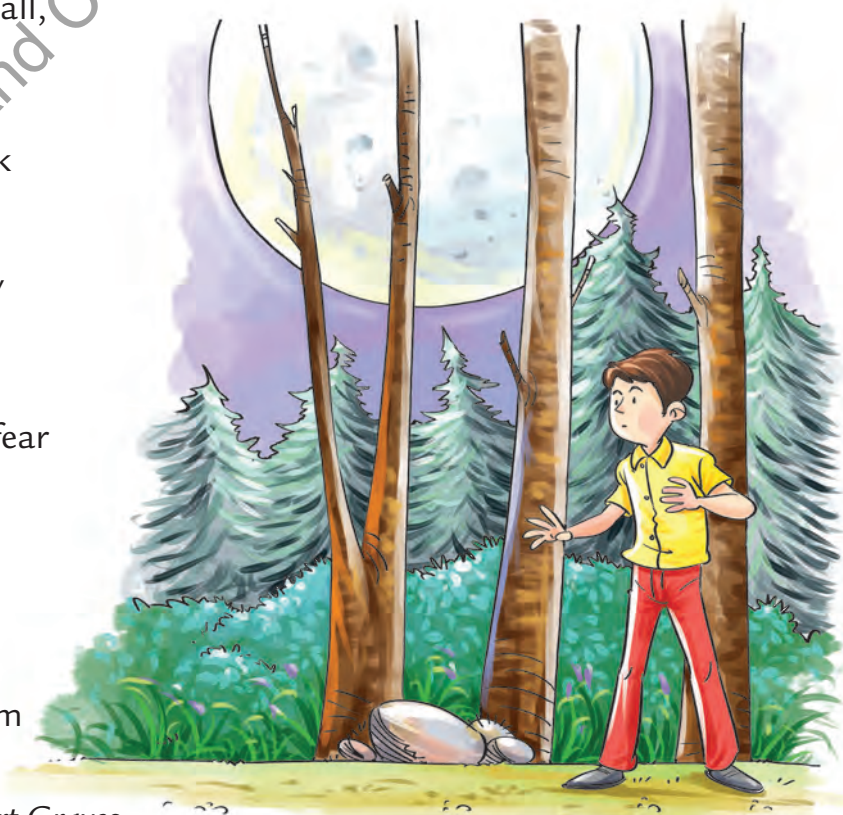
Hide and Seek

The trees are tall, but the moon small,
My legs feel rather weak,
Aris, Mavis, and Tom Clarke
Are hiding somewhere in the dark
And it's my turn to seek.

Suppose they lay a trap and play
A trick to frighten me?
Suppose they plan to disappear
And leave me here, half-dead with fear
Groping from tree to tree?

Alone, alone all on my own
And then perhaps to find
Not Aris, Mavis and young Tom
But monsters to run shrieking from
Mad monsters of no kind?

Robert Graves



A. On the basis of your understanding of the poem, answer the following questions:

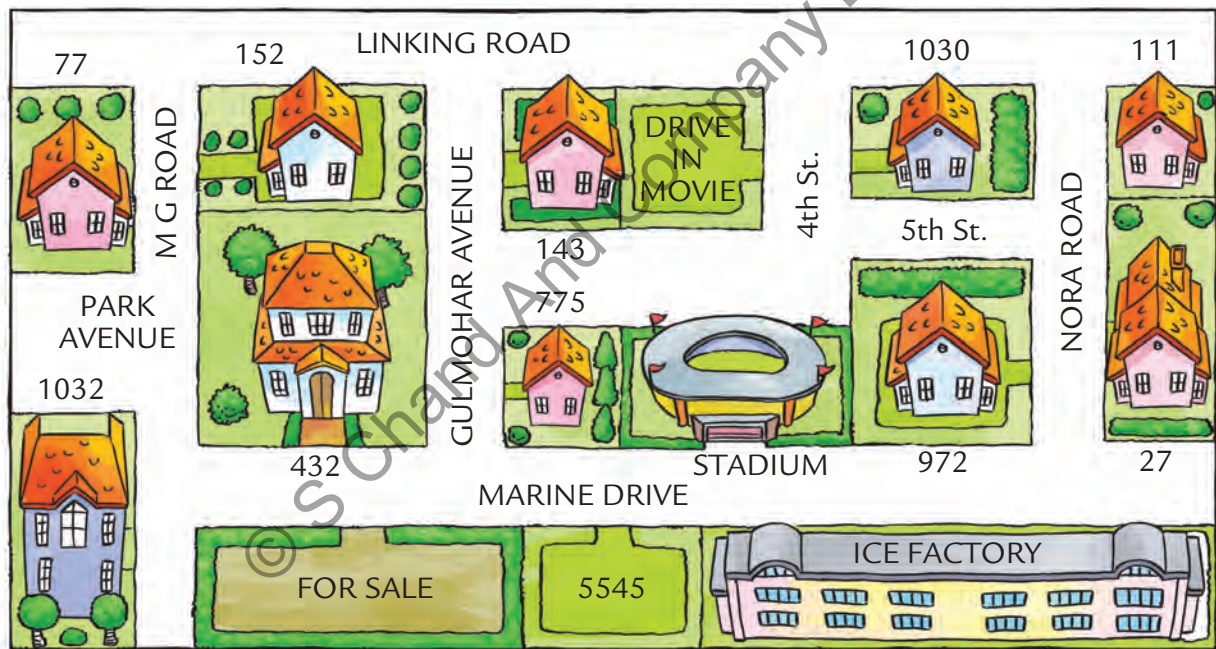
1. Why are the legs of the poet feeling weak?
2. In the game of hide and seek, whose turn was it to seek?
3. Other than the poet, how many children were playing the game?
4. Why did the poet feel that the children may have suddenly disappeared?
5. Instead of the children, the poet imagines that he would find something else. What was it?

B. 1. Find a word from the poem that means the same as *a loud sound*.

2. Find a word from the poem that means the opposite of *courage*.

C. Write the rhyming words in the poem.

V. You are Prerna. Manasi has just shifted into your colony. Describe the locality to her by answering her questions.



MANASI : Where do you live?

PRERNA : I live in House Number 143 which is near _____.

MANASI : Where is the stadium?

PRERNA : The stadium is between numbers _____ and _____.

MANASI : How do we reach the stadium from Park Avenue?

PRERNA : From Park Avenue, you walk _____ Marine Drive to reach the stadium.

MANASI : Which plot is for sale?

PRERNA : House no. _____ is a plot for sale. It is close to the _____.

MANASI : Which road links M. G. Road and Nora Road?

PRERNA : _____.

MANASI : Where is the ice factory?

PRERNA : The ice factory is on _____.

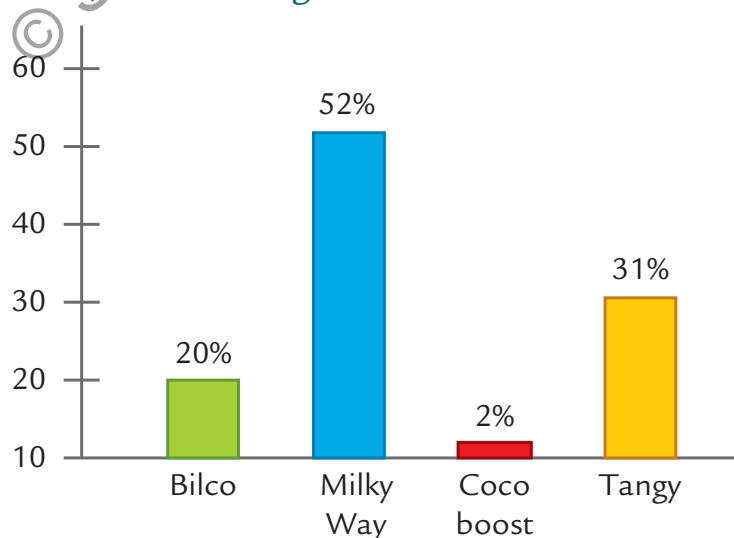
DATA INTERPRETATION

Data interpretation is a thorough analysis of the given data in the form of graphs, pie charts, bar charts, etc. Keep the following points in mind while attempting data interpretation.

- A detailed study of the data must be done.
- The main idea of the data must be understood well.
- Do not assume information that is not given in the data.
- Try to avoid mathematical expression.

Note how questions on data interpretation are done:

In a recent survey held in 100 schools, aiming to find the most popular health drink preferred by the students, the following bar chart was deduced.



Answer the following questions, based on the bar graph above.

1. Name the four popular health drinks mentioned in the above chart.

Milky Way, Coco boost, Tangy and Bilco.

2. Name the most popular health drink.

Milky Way.

3. Name the least popular health drink according to the above survey.

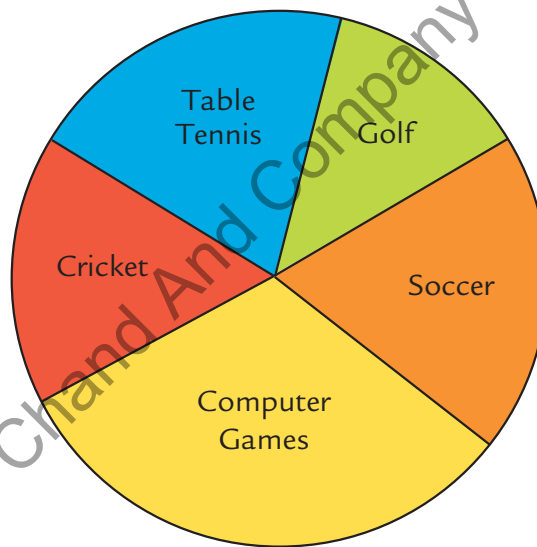
Coco boost.

4. What is the percentage of children who love to drink Bilco?

Twenty per cent.

Exercises

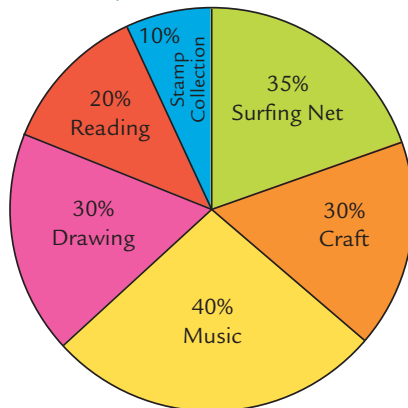
1. The following pie chart shows the kind of games children prefer to play nowadays.



Answer the following questions, based on the pie chart above.

- (a) Name the games mentioned in the above pie chart.
- (b) Which is the most popular game?
- (c) What are the two games which are equally popular among students?
- (d) Name the game which is least popular.

2. An online survey covering 4000 students came out with the following results, regarding the kind of hobbies they have.



Answer the following questions, based on the pie chart above.

- Name the popular hobbies according to the pie chart.
 - What is the most popular hobby?
 - What are the two hobbies which hold equal popularity among students?
 - Name the least popular hobby.
3. Study the following data carefully, which provides a detailed statistics of the eating habits of the growing children in urban India.

Fast food article	Percentage
Burger	15
Pizza	20
Chowmein	15
French Fries	12
Chop suey & Chilli Potatoes	05
Momos	03
Chips	25
Candies	05

Answer the following questions, based on the chart above.

- What is the most popular eatable among children nowadays?
- What are the two eatable items mentioned in the table which are consumed by five percent of children?
- What is the percentage of children that consume pizza?
- What is the least popular food according to the table above?

Paraphrasing and Summary

PARAPHRASING

Paraphrasing is presentation of essential information and ideas expressed by someone else in one's own words. It is usually done to simplify the original piece.

Keep the following points in mind while paraphrasing:

- Reread the original passage until you understand its full meaning.
- Then write it in your own words.
- Compare your paraphrase with the original to make sure that your version contains all the essential information in a new form.
- Use quotation marks in the paraphrase to identify any term or phrase borrowed exactly from the original.

Read the following lines from *The Merchant of Venice*.

Thyself shalt see the act:

For, as thou urgest justice, be assured

Thou shalt have justice, more than thou desirest.

Now read the paraphrase.

You will see for yourself. Just as you have asked for justice, be sure that you will have justice; even more than you desired.

1. Paraphrase the following passage. Make sure the main idea comes through. Use your own words.

Hummingbirds

Some of the loveliest hummingbirds in the world can be seen in South America and the West Indies. Hummingbirds have a crest on their heads that glitters like a crown on a king's head. Their breasts have brilliant colours. When they flit from one place to another, they look more like sparks and flashes of sunlight than birds.

You might wonder why they are called hummingbirds. You will be surprised to learn that this is because when they fly, their wings make a soft humming sound. In fact, their wings move so rapidly that you can hardly see them. Mother hummingbirds are very protective of their eggs and their young ones, as indeed all mothers are. If you ever come close to their nest, make sure you don't go too close, else you could get pecked by the mother bird's sharp beak.



Now read the paraphrase.

Hummingbirds, with a crest on their head and brilliantly coloured breasts, are found in South America and the West Indies. When they fly, their wings make a soft humming sound, which gives them their name. Mother hummingbirds are protective of their eggs and young ones, and peck if you get too close to their nest.

2. Given below is a sonnet by William Shakespeare. Paraphrase the sonnet.

When, in disgrace with fortune and men's eyes,
I all alone beweepe my outcast state
And trouble deaf heaven with my bootless cries
And look upon myself and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possess'd,
Desiring this man's art and that man's scope,



With what I most enjoy contented least;
Yet in these thoughts myself almost despising,
Haply I think on thee, and then my state,
Like to the lark at break of day arising
From sullen earth, sings hymns at heaven's gate;
For thy sweet love remember'd such wealth brings
That then I scorn to change my state with kings.

Now read the paraphrase.

When I have fallen in the eyes of others and am faced with misfortune, I cry over my treatment as an outcast and uselessly complain to the deaf Gods. I wish to be like someone who has the hope of a better future and has several friends and also desire another man's skill and another's freedom. I am least contented with what I used to enjoy most. While despising myself, suddenly I think of you and my dark thoughts rise like the lark at dawn from the dark earth and I sing hymns at heaven's gate. For, thinking of your love brings me such happiness that I would not change my position with kings.

Exercises

Paraphrase the following passages.

1. Republic Day Celebration in Nanak Memorial School

Republic Day was celebrated with great fervour by the students and teachers of Nanak Memorial School, New Delhi. Mr Sunil Mukherjee, the chairman of the school, hoisted the national flag and gave a very nice speech to the gathering about the significance of this day. He said that students, who are the future of the country, should be brave and courageous and be ready to face all challenges of life. The principal of the school, Mrs Priyamvada, too gave a very inspiring speech. There was a cultural programme where the students performed songs and dances. After the programme, there was a light refreshment for all who were present on the occasion.

2. School Fete

We celebrated our annual school fete on 31st March this year. It was a wonderful fun-filled day with a lot of laughter and merriment. The office-bearers of our school, the head boy, the head girl and the teachers of the school worked tirelessly and planned the day so well, that it was a very successful event.

The stalls were beautifully decorated with blue and yellow balloons.



There were many rides, games, food stalls, dances and live entertainment which the students enjoyed a lot. People were seen everywhere clicking selfies and pictures. There were many other visitors from the neighbouring schools. Everybody's support, enthusiasm and immense energy made the event a success.

SUMMARY WRITING

The word 'summary' is derived from the Latin word *sum*. When you write a summary, you reduce the length of the original text (a story, an article, or a poem) and write a new piece in your own words, that gives the essence of the original piece. A summary is a brief, clear statement giving the most important facts about something.

Features of a summary

A summary starts with a clear identification of the type of work, title, author, and main point in the present tense. It covers the important points of the original article. Phrases such as the article claims, the author suggests, etc. are periodically used while writing a summary as one's own ideas, opinions, or interpretations are never put in a summary.

How to write a summary

- Read the article to be summarized and be sure you understand it.
- Outline the article. Note the major points.
- Write a first draft of the summary without looking at the article. Make sure you have the major points in your draft.
- Always use paraphrase when writing a summary. If you do copy a phrase from the original, be sure it is a very important phrase that is necessary and cannot be paraphrased. In this case, put 'quotation marks' around the phrase.
- Target your first draft for approximately 1/4 the length of the original.
- Any extra information and unnecessary details should be deleted from the summary.

1. Read the following poem carefully and write a summary.

About the Teeth of Sharks

The thing about a shark is—teeth,
One row above, one row beneath.



Now take a close look. Do you find
It has another row behind?

Still closer—here, I'll hold your hat:
Has it a third row behind that?

Now look in and...Look out! Oh my,
I'll never know now! Well, goodbye.

John Ciardi

Now, read the summary of the poem.

In the poem, 'About the Teeth of Sharks', the poet, John Ciardi states that the scariest part of a shark is its teeth. It has a row of teeth in its upper jaw and another row in its lower jaw. The poet asks the reader to take a closer look and check if it has a third row of teeth behind. But, as the poet's friend tries to peep into the shark's mouth, the shark swallows him/her in. So, now, the poet will never discover if the shark has a third row of teeth as he bids goodbye to his friend.

2. Write a summary of the following story after reading it thoroughly.

Three Greedy Friends

Once three friends set out on a long journey in search of work. The three friends were feeling tired and hungry because they had walked a long way. So they decided to sit and rest for some time. As they were resting under a huge peepul tree, their eyes caught sight of a bag. Curious, they opened the bag and lo! What did they see? It was a bag full of money. Happily, they at once picked up the bag and decided to divide the money equally among them.

Before dividing the money, they wanted to eat something because they were very hungry. So one of them went to a nearby town to buy food. The other two sat there to guard the bag of money. The friend who went to the town became greedy and decided to kill his two friends in order to get all the money. He bought some poison and mixed it with the food he had bought.

In the meantime, the two friends who were waiting in the forest also became greedy. They also planned to kill their friend as soon as he returned. So when he came back with the food, they killed him with a knife. After killing him, they ate the food, not knowing that the food was poisoned. They also died. Ultimately greed killed them all and no one got the money.



Now, read the summary of the story.

Once three greedy friends, on their way to look for some work, came across a bag full of money. Initially all three of them decided to divide the money equally among themselves. In the meantime, when one friend went to buy food for the other two, the two planned to kill that one friend and the one friend planned to poison the other two. Ultimately each one was so blinded by greed that all the three friends got killed by each other and no one could possess the money.

Exercises

1. Write a summary for the following poem.

Recess! Oh, Recess!

Recess! Oh, Recess!
We love you! You Rule!
You keep us away
From the teachers in school.
Your swings are refreshing.
Your slides are the best.
You give us a break
From a really hard test.

Recess! Oh, Recess!
We want you to know,
You're sweeter than syrup,
You're special like snow.
You don't assign homework.
You make the day fun.
You let us play kickball
And run in the sun.

Recess! Oh, Recess!
You're first on our list.
We'd be in despair
If you didn't exist.
We're happy we have you
You're awesome and cool.
Recess! Oh, Recess!
We love you! You rule!

Darren Sardelli



2. Write a summary for the following poem.

The Rooks

The rooks are building on the trees
They build there every spring;
'Caw, caw,' is all they say,
For none of them can sing.
They're up before the break of day,
And up till late at night;
For they must labour busily
As long as it is light.
And many a crooked stick they bring,
And many a slender twig,
And many a tuft of moss, until
Their nests are round and big.
'Caw, Caw.' Oh, what a noise
They make in rainy weather!
Good children always speak by turns,
But rooks all talk together.

Jane Euphemia Browne



3. Write a summary for the story.

Tit for Tat!

A landowner was brought by one of his farmers a roasted chicken and a bottle of fruit juice. The landowner called his servant boy and told him to take the farmer's gift to his house. Knowing how cunning the boy was, he explained to him that under the cloth there was a live bird and also a bottle of poison. He advised him not to uncover the gift on the way, for if he did so, the bird would fly away and even the smell of the poison in the bottle was enough to kill him.

The boy, knowing his master only too well, found a comfortable corner, and not only ate the roasted chicken, but also drank away the delicious juice to the last drop.

When, at lunch time, the landowner went to his house, he asked his wife to bring him food. His wife asked him to wait as the meal was not yet cooked. The landowner, thinking of the farmer's gift, said to his wife that the chicken and the juice which he had sent through the servant would be good enough. He was very angry when his wife told him that she had not seen the boy since morning.

Without wasting a minute, the landowner ran back to his place to work and there



he found his servant fast asleep. He shouted and kicked the boy to wake him up. Then he angrily enquired about the farmer's gift.

The boy said, 'O master, on the way to your house a strong wind blew away the cloth which covered the bird and it flew off. I was afraid that you would punish me, so I drank the poison which was in the bottle.' And now, the boy continued, 'I am lying down here waiting for death to come.'

4. Write a summary for the following story.

The Clever Monkey

Once upon a time in a jungle, many animals gathered around a well, looking very sad. They were sad because a new lion had come to live in that jungle who was very cruel and was a terrible bully. He would torture the animals in every possible way. He would tie a knot with the trunk of the elephant, or put fruits on the horns of the rhino and even insult the hippo about his big huge ugly face.

The animals met to discuss their misery and find a way to get rid of this cruel lion. Above them on a tree, a monkey was listening. He started laughing loudly all of a sudden. 'Why are you laughing?' asked the animals.

'I am laughing because you all are scared of the lion. I am not afraid of him. He has been working for me for years,' said the monkey.

The thought of the monkey making the lion work for him made the animals laugh.

The lion walked up to the animals and asked, 'Why are you laughing?'

The animals told the lion what the monkey had said. 'Where is that monkey?' roared the lion in rage. The animals pointed to the tree where the monkey had been sitting but he was gone.



The lion stormed off to find the monkey. Far away from the well, the monkey was sitting in the middle of the path. When the lion saw the monkey, he growled, 'The animals told me that you said you were not afraid of me and that I worked for you!' 'That's not what I told them, my friend! I told them I am afraid of you and that I wish that I could work for you,' replied the monkey.

'Come on, lion! Let's go and see those silly animals and make sure they know the truth,' said the monkey. Together, they started down the path towards the well. They had only gone a few steps down the path, when the monkey grabbed his leg and cried. 'What's wrong with you?' asked the lion. 'I stepped on a sharp rock. I am afraid that I can't walk back with you,' said the monkey. 'You have to tell all the animals that you are afraid of me,' said the lion. 'Well, I could make it if you would let me ride on your back,' said the monkey. The lion agreed and the monkey got onto the lion's back. They continued down the path.

They had only gone a few steps more, when the monkey cried out, 'What is wrong?' growled the lion. 'I am afraid of falling out of the saddle. It would help if I had something to hold,' cried the monkey. The lion helped the monkey tie some vines around his neck. 'This is much better. Let's go,' said the monkey.

They had gone a few more steps when the monkey again cried out. 'What's it now?' said the lion. 'There are a lot of flies around here. I need something to swat them away,' said the monkey. The lion got a large leafy branch and gave it to the monkey. 'Thank you, lion, this will help,' said the monkey.

As the monkey and the lion got close to the well, the monkey sat up high in the saddle, grabbed the vines, swatted the lion with the leafy branch and yelled, 'HEY! HEY!' The lion was so surprised that he began to run so fast that he ran right past the well where all the animals had gathered. 'Come on you lazy lion, it's no time to rest!' yelled the monkey.

All the animals started to laugh as they saw the monkey on the lion's back. As they went past the well, the monkey swung off the lion's back and onto the trees. The laughter of the animals rang in the ears of the lion, as he ran down the path never to come back.



Picture Composition and Comic Strips

PICTURE COMPOSITION

As the saying goes, a picture is worth a thousand words. That is, a picture can tell a story as effectively as a large amount of descriptive text or can convey ideas more effectively than many words.

Picture composition is about looking at a picture and trying to understand what it conveys and then describing it in one's own language. It develops the skill of observation in the students and enhances their ability to analyse a given picture and write about it.

Keep the following points in mind while attempting picture composition. Then note how the first few have been done.

- Study the picture carefully.
- Try to find out what it is trying to tell.
- Write in your own words what you understand about it.

1. Look at the picture.
Now, see how the picture has been described.

Two soldiers are holding the national flag of India. Two children are saluting the flag. The soldiers fight for our country. They keep our country and its citizens



safe. Looking at the national flag instils a sense of patriotism in us and encourages us to do our best and improve the lives of the people of India.

2. Look at this picture and see how plastic bottles and other garbage are disposed of in water bodies. With ideas from the pictures below and also your own imagination, write a paragraph describing how pollution is caused due to improper disposal of garbage.

See how the picture has been described.

For the last few decades plastic has changed our lifestyle. Plastic bottles, plastic bags, containers, disposable plates and glasses etc. have made our day-to-day life easy, especially when we travel. All these have, however, resulted in an accumulation of a huge pile of plastic garbage. Plastic is composed of toxic pollutants causing



great harm to the environment. We can see that a great amount of plastic and garbage is disposed of in water bodies, causing pollution of water. We should take care of our environment and therefore we should find out some ways to dispose of the plastic waste safely. We should use plastic as little as possible and the government should impose a ban on the use of plastic bags.

COMIC STRIPS

A comic strip is a sequence of drawings that tell an amusing story. They may relate to a comic incident, an adventure or a mystery. Comic strips convey messages and are a great way to enjoy reading.

Keep the following points in mind while attempting comic strips:

- Study the cartoon strip carefully and with an open mind.
- Try to find out what it is trying to tell.
- Write in your own words what you understand about it.

3. Look at the comic strip given below and try to understand what it tells. Write a small story based on your understanding.



Now, read how the story has been written based on the comic strip.

A boy finds a jar of peanuts. He puts his hand inside the jar and grabs as many peanuts as he can. But alas! He cannot pull out his hand. It is full! He drops a few peanuts. He can pull out his hand from the jar now. He has less peanuts in his hand now, but he is happy.

Exercises

1. The picture given below shows two girls helping a smaller girl. Write a story based on it. You may use the following points.

- How do the older girls help her?
- How does the younger girl feel?
- What happens to the younger girl in the end?
- Give a suitable title to your story.



2. Look at the comic strip. Write a story based on your understanding of what the pictures depict.



3. With ideas from the following picture and your own, write a paragraph on the effects of increase in population in India.



4. With ideas from the picture below and your own imagination, write a paragraph on 'A Train Accident'.



Paragraph Writing

A paragraph is a short composition that deals with a single idea or topic. It consists of just a few sentences. Paragraph writing is the foundation of all prose composition.

The following points should be kept in mind while writing a paragraph:

1. Each sentence in the paragraph should be connected to the main topic of the paragraph.
2. The ideas should be presented logically. That is, ideas connected with the main topic should be arranged according to their importance.
3. The main theme of the paragraph should be presented in one sentence of the paragraph—generally the first.
4. The last sentence of the paragraph should sum up the whole idea of the paragraph.

Paragraphs can be of various types. Here are a few types:

NARRATIVE PARAGRAPH

A narrative paragraph consists of the narration of some events or series of events.

1. Making a cup of tea

My first attempt at making a cup of tea was on one evening when I was alone at home. It was a very cold day and I decided to make a cup of tea. I boiled water in the electric kettle and then poured the water in a cup. I then dipped a tea bag and added some milk and sugar in it and stirred. And my cup of tea was ready for a sip.

2. A visit to an adventurous place

Last week I, with my three friends, went to visit a wonderful place in Jaintia Hills. It was a recently discovered sandstone cave which is believed to be the longest of its kind in the world. The caves are in Jaintia Hills which is in the north eastern part of our country. We took a cab from Shillong and reached the place. On reaching there, we took help of the local boys to guide us in the caves. On entering the mouth of the cave, we were dumbstruck by the site. A chill ran down our spines. As there was no light inside the cave, we could only see different shapes and shades inside the cave. There was water inside and we got drenched in the pool of water. At one time, we felt as if we were lost in some unknown place, far away from civilization. It was an overwhelming experience.

3. A humorous account

Once I was helping my friend train his/her new puppy. We wanted to teach the puppy to fetch a ball. We threw the ball in the garden and tried to get the puppy to bring it. However, when the puppy returned, it brought an old shoe. We started laughing. We went and brought the ball and threw it again. This time the puppy brought the gardener's shovel. Again, we burst out laughing. No matter how much we tried, we couldn't teach it the trick. Later, my friend's dad was able to train it properly.

FACTUAL PARAGRAPH

A factual paragraph consists of the description of some facts.

4. Niagara Falls

Niagara Falls divides Canada and The United States of America.

It is located on the border of Ontario in Canada, and New York in The United States of America. Its total height is 167 feet and it is one of the largest waterfalls in the world. Niagara Falls is famous not just for its beauty, but it is also a valuable source of hydroelectric power. Niagara Falls is visited by thousands of tourists every day.

5. The Moon

The Moon is very small compared to the Earth. The Earth is about fifty times as big as the Moon. Since the Moon is so small, it does not have strong gravity. Do you know about gravity? Gravity is a force that attracts all objects towards the centre of the Earth. When you drop a ball, it falls because gravity is pulling it towards the centre of the Earth. The force depends on the weight of the object. Heavy objects pull harder than lighter ones. The Earth pulls all objects down. As the Moon is



much smaller than the Earth, it has a weaker pull. Its gravity is about one-sixth as strong as the Earth's. Therefore, a man on the Moon would weigh only about one-sixth of his weight on the Earth. He can jump about six times as high as he can on the Earth. Yet the Moon's gravity does affect the Earth. The pull of its gravity causes the level of the seas to rise and fall. These changes in the water level are called tides.

IMAGINATIVE PARAGRAPH

Imaginative paragraphs deal with topics like 'If I were the Prime Minister', 'If I were a Millionaire', 'If I were on the Moon', and so on. When writing such paragraphs, one places oneself in a position of which one has had no actual experience.

6. If I were a river

If I were a river, how nice it would be! I could flow as I wished. I would not have to go to school in the morning, nor would I have to learn all those difficult sums and answers. I would not have to take any exam. Instead I could flow wherever I wished to and travel to so many towns, villages and cities. I could help people by providing them water and I would enjoy seeing the laughter and joy of the little boys and girls who would come to swim in my waters. Oh, What a joyful experience it would be, if I were a river!

7. Imagine a situation in which you would be gifted with only one sensory organ. Which one would you ask for? Why?

If I were given only one sense organ I would ask for a pair of eyes. This is because through our eyes we can see everything around us. Sight is an important sense to have as when we have visual knowledge of things, it is very easy to communicate our thoughts and feelings in an effective manner. Moreover, if we don't know what an object is supposed to look like or what we want, we shall not be able to define it without the help of any other sensory organ.

Exercise

Write short paragraphs on the given topics.

1. A visit to a circus
2. A journey by train
3. A football match
4. My pet
5. A rainy day
6. A vacation on a hill station
7. My best friend
8. The value of time
9. My beautiful garden
10. Pollution
11. My hometown
12. If I were a bird



Writing Messages

A message is a way to communicate with someone who cannot be reached via phone, email or met personally. Suppose you are all alone at home and someone calls your mother or father on phone. Now you attend the call and receive a very important message for your mother or father. You have a tuition class at 6 pm so you will not be home to deliver the message. How will you pass the message? You will write it in a note.

Read the important features. Then note how a message is written. The first few have been done for you.

Important Features

- A message is written to convey some important information to our friends, family members, neighbours or even the milkman and the newspaper boy.
- A message should contain the exact information.
- A message should be brief and clear.
- A message should include: the name of the person for whom it is meant, the name of the person who wrote the message, and the date and time when the message was written.

You are Divya. You have forgotten to inform your milkman to give you two litre extra milk tomorrow, as there will be some guests coming to your house. Since you are leaving for your office and the milkman hasn't come yet, you decide to stick a message on your door for him.

Here is how you write the message as Divya, for your milkman, Hari.

Message

4th July, 9.30 a.m.

Hari,

This is urgent.

Please give me two litre milk extra tomorrow.

Divya

Message based on telephone conversations

Such a message should include

- the name of the person who called,
- the name of the person who wrote the message, and
- the date and time when the message was written.

1. Read the following telephone conversation between Alia and Neelima.

ALIA : Hey! Is this Puja?

NEELIMA : No. It's me Neelima, Puja's mother. Puja is not at home.

ALIA : Oh, Aunt! I am Alia, Puja's friend. Can you take this message for her?
It's urgent.

NEELIMA : Of course! Tell me what is it?

ALIA : Aunt, please tell Puja that by mistake I kept my Science class work copy in her bag. I need the copy urgently tomorrow as I must complete the work which our teacher has given. So please tell her not to forget to bring the copy to school tomorrow.

NEELIMA : Ok Alia, I'll give your message, don't worry.

ALIA : Thank you, aunt, bye, Good night.

NEELIMA : Good night.

Since Neelima must leave the town for some official tour and she won't meet her daughter, she decides to write a message for her daughter. Here is how she writes the message as Neelima.



Message

15th June, 8 p.m.

For Puja,

Your friend Alia had called to tell you that she left her Science copy in your bag by mistake. She called to remind you that you should not forget to take her copy to school tomorrow, so that she can complete her work on time.

Mommy

2. Atul wanted to speak to Aarav on the phone. But Aarav had gone out, so Atul left a message with Aarav's sister, Diya. Read the telephone conversation between them.

ATUL : It is Atul here. Can I speak to Aarav?

DIYA : Sorry, he has gone out.

ATUL : When will he come back?

DIYA : I don't know. Would you like to leave a message?

ATUL : Yes. I have something important to discuss with him. Would you please ask him to call me back as soon as he returns?

DIYA : Certainly.

ATUL : Thank you.

Now Diya must give Aarav his friend's message. But she has to go out before Aarav returns. So she writes the message for Aarav and puts it beside the phone. Here is the message:

Message

12 December, 2.30 p.m.

For Aarav

Your friend Atul phoned at 1.40 p.m. He has something important to discuss with you. He wants you to call back as soon as you return.

Diya

Exercises

1. Dania is leaving for Chandigarh for one week. Since she planned the trip suddenly, she could not inform the newspaper boy. Therefore, she decides to leave a note for him with a message. As Dania, write the message for Arun, the newspaper boy, telling him not to deliver any newspaper to her for the coming seven days.
2. Pushpa forgot to tell her mother that their maid will not come in the evening. Since she has to leave for her coaching classes, she leaves a message for her mother. Write down this message on behalf of Pushpa.

3. Following is a telephonic conversation between Rahul and Ramesh.

RAHUL : Hello! This is Rahul calling. Can I speak to Aryan?

RAMESH : Rahul! This is Ramesh. Aryan has gone to the market. You can tell me, I'll convey your message to him.

RAHUL : Ramesh, will you please tell Aryan that I will wait for him near Regal Cinema with two tickets of Dhoom 4? Tell him to meet me there at 10.30 a.m. sharp tomorrow as the movie starts at 11.00 a.m.

RAMESH : Sure, I will tell him that. Anything else?

RAHUL : No, Thank you.

Ramesh must leave for his work. So, he leaves a message for Aryan. Write this message for him.

4. Read the following telephonic conversation between Shraddha and Mrs Kapoor.

SHRADDHA : Hello! Can I speak to Varsha? This is Shraddha calling.

MRS. KAPOOR : Shraddha, Varsha is not at home. Is anything urgent? I am her aunt, you can give me the message.

SHRADDHA : Aunty, will you please tell Varsha that the picnic which we planned for tomorrow has been cancelled. So, she need not bring the Dal Makhani as was planned.

MRS. KAPOOR : Sure, I will tell her. Don't worry. Anything else?

SHRADDHA : No, that's all. Thank you, Aunty.

On behalf of Mrs Kapoor, write a message for Varsha because Mrs Kapoor will go away before Varsha comes home.

5. Read the following telephone conversation.

DAISY : Hello. Can I speak to Pamela?

MONA : Sorry, she is out. I am her sister. Who is calling?



DAISY : This is Daisy. Can I leave a message?

MONA : Yes.

DAISY : Rita and I are going to see the Science Exhibition at St. Mary's School this afternoon. I have called to ask Pamela to join us. Would you please ask her to call back when she returns?

MONA : Sure.

DAISY : Thank you.

Mona has to go out. She must leave a message for her sister. Write the message.

6. Read this telephone conversation.

DAVID : Hello. This is David. Is Naman there?

RISHI : Sorry, he has gone out. You are his classmate, aren't you?

DAVID : Yes. Can you please tell me when he will be back?

RISHI : May be by lunchtime. Would you like to leave a message?

DAVID : Yes. The cricket match arranged for tomorrow is cancelled. I will tell him the details later.

RISHI : I will pass on the message.

DAVID : Thank you.

Rishi has to go out. Write the message he would leave for Naman.

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Writing Notices

When we need to give a piece of information to many people together, we write a NOTICE. A notice is usually displayed on a notice board.

Keep the following points in mind while writing a notice.

- Write a notice inside a box.
- Write the word NOTICE on the top centre.
- Write the issuing date of the notice on top, the left-hand side.
- Give a heading.
- Mention the name and designation of the person who is issuing the notice.
- A notice should always be formal.
- A notice should be brief and to the point.
- It should contain all the details which can help to fulfil its purpose.



Look at the format of notice below.

Bal Bharti Public School, Shimla

NOTICE

5th July 2018

Wrist Watch Found!

A black wrist watch with a round dial was found in the school field today during the recess hour. Anyone who has lost the watch can collect it from the school office.

Nisha
Class VI

Issuing Authority/
Agency

Date

Catchy Headline

Content/Body
of the Notice

Signature of the issuing person
Name
Designation

Here are some more examples.

1. You are Ishan, Monitor of Class VI-B, St. Thomas School, Gurugram. You are to draft a notice inviting students of your class for a meeting during recess hours in Class VI-B, to plan for Teachers' Day. Here is the notice:

St. Thomas School, Gurugram

NOTICE

7th August 2018

Meeting for Teachers' Day

All the students of Class VI-B are invited to a meeting to be held on the 10th of August, during the recess period in Class VI-B, to discuss and plan for Teachers' Day.

Ishan
Class Monitor
Class VI-B

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2. You are a student of Carmel School, Bengaluru. Imagine you have lost your watch when you were at school yesterday. You need to write a notice to be put up on your school noticeboard so that you get it back. Here is the notice with a description of the watch and the place you think you lost it.

Carmel School, Bengaluru

NOTICE

30th July 2018

LOST! LOST! LOST!

I lost my watch in the school yesterday. It is a Titan quartz watch with a brown leather strap. I dropped the watch when I was playing football in the school field between 4.45 and 5.15 p.m.

If the watch is found by any of you, kindly give it to me during lunch break or hand it to Mr Ali Khan, Senior Clerk.

Kevin Peters
Class 6, Section A
Roll No. 24

3. You are the secretary of a society. You need to tell your society members that there will be suspension of water supply in your area. Here is the notice.

Aishwaryam Apartment, Dwarka

NOTICE

9th Sep. 2018

Suspension of water supply

Dear Society Members,

You are hereby notified that the water supply will be restricted to 60% for the next two weeks. This is being done in order to manage and store water for the upcoming summer months because an excessive use of water – up to 80%, during the previous festival of Holi has resulted in a shortage of water. Water will be supplied for an hour twice a day at 7:30 am and 5:00 pm.

Thus, the members are requested to store water in their houses and limit the usage of water. For any other queries regarding the same please contact the building office.

By order

Secretary

Signature

Exercises

1. Aman, a student of Class VI of Army Public School, Ambala, has lost his brand new school bag in the school playground on sports day. He decides to put up a notice on the notice board, giving the details of his lost bag, announcing a prize for the finder. Write down the notice for Aman in not more than 50 words.
2. Imagine you have lost your water bottle when you were at school yesterday. You think you have left it in the chemistry lab. You have looked for it today, but it has not been found. Write a notice to be put up on your school noticeboard.
3. You are Arun/Arana, monitor of Class VI Section A, Tender Care High School, New Delhi. Some students of your class have broken a window pane while playing during recess, due to which all the students of your class have been asked to pay a penalty. As a monitor you have decided to call a meeting with your classmates to discuss how much fine needs to be paid by each student of the class. As Arun/Arana, write down the notice in not more than 50 words.
4. As president of the student's council of your school, write a notice in not more than 50 words asking students to donate old clothes, books, and bags for an orphanage 'Anubhav' run on your school premises.
5. The Residents' Welfare Association, Green Park is organizing a 'Holi Fiesta' in the locality. As the president of the association, draft a notice in not more than 50 words informing the residents about the same. Give other essential details too.
6. On the occasion of National Science and Technology Day, the school has decided to organize a Science Fair. Ryan, the secretary of the Science Society, wants to call a meeting of the office-bearers of the society to discuss the arrangements for the fair. Write a notice in not more than 50 words.

Report Writing


A report is nothing but an eyewitness account of any event.

Features of reports

A good report has the following features:

- A report presents only facts. All details should be included in a report.
- It does not include personal opinions or feelings.
- A report is clear and as brief as possible.
- A report has a title or heading. The titles/headings should be catchy, often summarizing the content of the report.
- A report usually includes the name of the place where the incident took place and sometimes the name of the writer.

A newspaper contains various kinds of reports. Note the important features of a newspaper report:

Newspaper Reports	
	HEADLINE ← Make a catchy headline
Reporter's name and job title.	→
The main body should contain facts and not your own opinions. Information given should be chronological.	←
The last paragraph should sum up and bring the story up to date.	→
	What?
	Who?
	When?
	Where?
	How?
	Have quotes and sources of the quotes to make your story credible. Use speech marks!

The following examples represent some types of newspaper reports.

Boy rewarded for preventing an accident

Staff Reporter

Hyderabad: A nursery student Soni (4), going home along with her mother, was saved by a boy when a school bus was about to hit her near Borabanda on Saturday. The boy was rewarded. The mother, Yashoda, who works as a labourer with the Water Works department, was returning home with her child.

Cricket

South Zone beats North Zone, Lifts Vizzy Trophy

Special Correspondent

Hyderabad: South Zone emerged triumphant in the All India Vizzy Trophy Cricket Championship with an emphatic 182-run win over North Zone on the concluding day of the four-day final here on Tuesday.

Another win, another celebration

Special Correspondent

The Indian cricket team, on Saturday, added another feather to its cap by winning the 16th Inter Asian Cricket tournament. The captain, Sachin Tendulkar, scored a century in the match against Sri Lanka in the city of Mohali. In the last over, he scored a sixer and Sri Lanka lost the match by four wickets. Sourav Ganguly took five wickets. In the Sri Lankan team, the captain Muralidharan gave tough competition to the Indian team. After this win, Team India now looks forward to their next tournament in Australia and is already preparing to keep the winning streak on.

Examples of how to write a report.

1. Draft a report on a tragic drowning incident, to be published in a leading newspaper. You are Puneet Sharma.

Key Points

- Place and appropriate time of the incident
- Persons involved
- Details of the incident as per the eyewitness
- Police enquiry

Two Boys Drowned

Puneet Sharma

Rampur, June 7th

Two boys aged 10 and 12 years were killed in a drowning incident today in a local pond. The boys were drowned when they dived into the pond for swimming. According to the eyewitnesses, the incident occurred at around 2 p.m. in the afternoon when the boys were playing around the pond. Since the boys knew how to swim, the reason for their death remains a mystery. The local police, however, are conducting an inquiry into the matter.

Apart from newspaper reports, there are other kinds of reports like business reports, project reports, scientific reports, and so on.

Report for a School Event

2. You are Vivek Mehta, the sports-in-charge of St. George Public School, Jalandhar. This is how you write a report on the recent Inter-school Carom Competition held in your school.

Key Points

- Date and venue
- No. of participating schools
- Winners of the event
- Guests and the prize distribution

Inter-School Carom Competition

Vivek Mehta

St. George Public School, August 18



An Inter-school Carom Competition was held in St. George Public School, on August 18 at the indoor stadium from 12th to 18th August. The seven-day-long event where fifteen schools of Jalandhar, comprising 80 players, participated was a grand success. The winners were from different categories and the maximum prizes were bagged by Don Bosco and St. Mary's Girls School. St. George Public School also bagged three medals. The chairman of the school management graced the occasion as the chief guest.

Exercises

1. As Neelima, draft a report on the recent flood that claimed lives in your city.

Key Points

- Location
- The shocking experience
- Describe the fearful situation
- Rescue work and relief provided

2. Recently some of your classmates misbehaved in the canteen. You are Raghav, the class monitor, and your class teacher asked you to write a report on whatever happened.

Key Points

- Reasons of misbehaviour
- Name of the main mischief mongers
- Kind of misbehaviour
- Suggest ways to rectify

3. Imagine you are the Secretary of the Cultural Club of your school. Write a report of the Cultural Day/Week celebrated in your school.
4. Write a report on a match you have seen recently.
5. Imagine you are the Secretary of the Students Union of your school. Write an annual report to be presented at your school annual function.
6. Imagine you are a news reporter. You have seen or heard about a road accident and obtained the details of the accident. Write a report of the accident for your newspaper.

Diary Entry

All occasions leave behind some sweet and sad memories. Sometimes we share it through letters and sometimes we write diaries. A diary entry is a personal record of experiences, observations, feelings, emotions, reactions etc. written daily in a diary. A diary entry is a way to connect with our own experiences.

Some notes about diary entries:

- Generally, a diary is written to express one's thoughts, feelings, and opinions in one's own ways.
- The day, date, and time should be written on the left-hand corner of the page.
- A diary note has an introduction to set the scene and is written in a chronological order, starting with the events that happened earlier in the day and ending with the events that took place later in the evening.
- It is about events that are important to the writer.
- A diary note also talks about opinions, thoughts, and feelings.
- A basic diary entry is always written in first person narrative.
- The style of a diary entry should be informal and relaxed. It should be like you are talking to the diary as a friend.

Here are a few diary notes written for your better understanding:

1. Make a diary entry on a heroic deed for which you feel proud.

Wednesday, September 15th, 6 p.m.

Dear Diary,

I am meeting you after long. I hope you are fine. I wanted to tell you of an incident that took place recently. On the day of Ganpati immersions, I had gone to the nearby pond with my parents to see the beautiful idols of Lord Ganesh. We were enjoying the festivities when I suddenly heard someone crying for help. At first, I could not see anybody around but when I peered into the pond, I saw a man, hanging precariously to a weed on the wall of the pond and trying his best to stay above water.

I immediately informed my father. Soon father called the rescue team which was on its way. In the meanwhile, I saw a torn bedsheet thrown on the banks of the pond. I took it and tied it to a nearby rod and threw the loose end towards the man to hold on to till the rescue team arrived.

Finally, after an hour's ordeal, the rescue team brought out the man from the pond. The man thanked me profusely and the rescue team head also appreciated my quick thinking and bravery. I felt happy to have helped somebody in distress.



2. Today was a bad day. As you got caught in the traffic, you reached school after the bell rang and so you got punishment. Write a page in your diary expressing your sorrow.

Wednesday, 14th October, 10.00 p.m.

Dear Diary,

Oh no! what a day. I started from home as usual at seven in the morning. But there was an accident in our locality and I got caught in a very bad traffic jam. I got down from the car to run to school so that I could reach on time. But sadly, I couldn't. The bell rang before I reached the school gate and I could see Mishra Sir, our discipline- in-charge already standing there at the gate. I couldn't escape and had to stand in the late comer's line and take the punishment. What a humiliation! If only Mishra Sir would listen to my reason of being late. Feeling miserable.

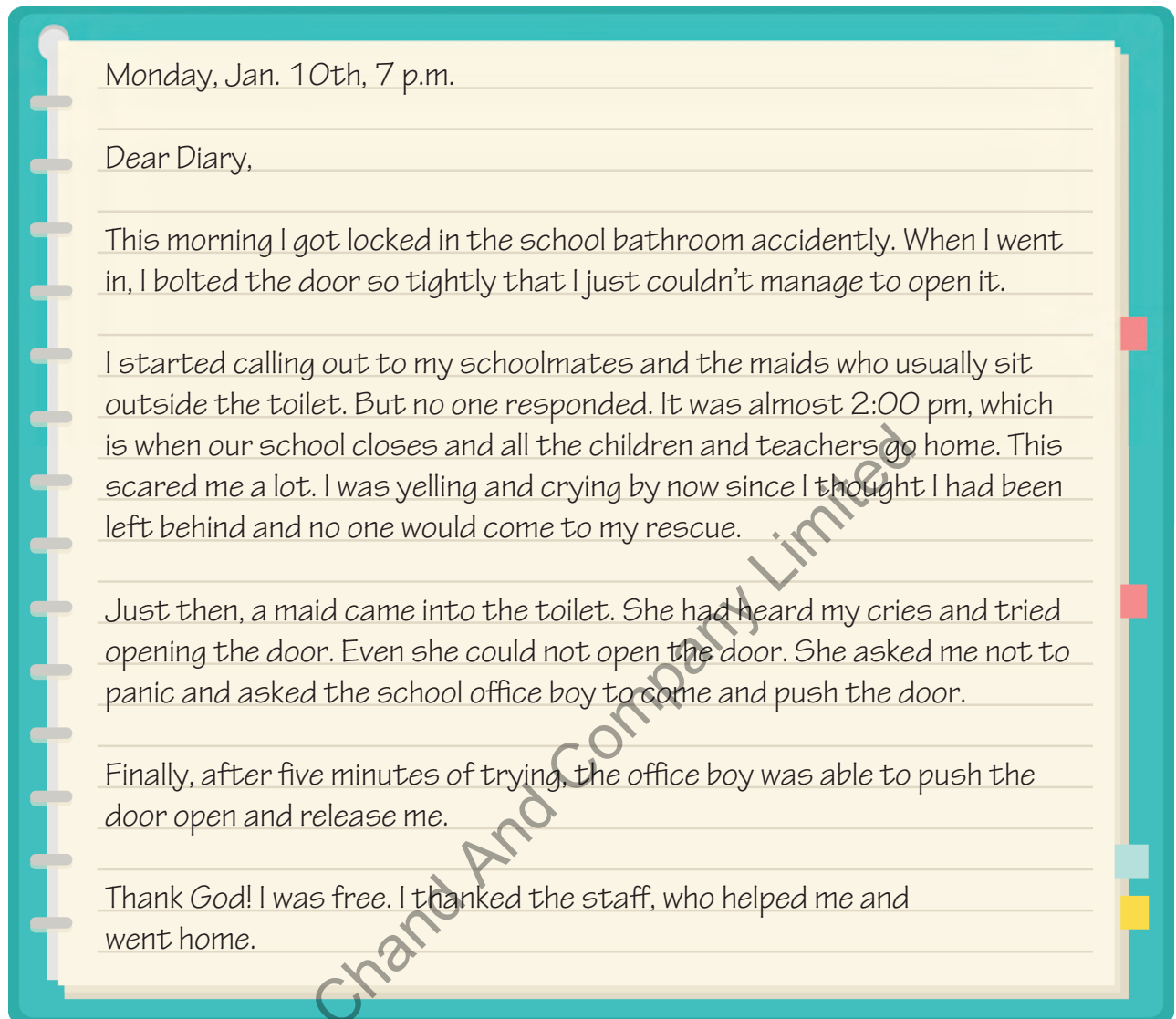
3. Write in your diary about a day when you felt scared.

Friday, Aug. 12th, 5 p.m.

Dear Diary,

Today I had the scariest experience of my life as I got stuck in the lift of our apartment for two hours. Coming back from school I walked into my building. I got into the lift and pushed the button. On the way up to my floor, I felt a jolt and the lights dimmed for a second. I soon realised that the lift had stopped. No one was there with me, so Diary, you can imagine my situation. Gathering some courage, I rang the emergency bell. I waited for a while for someone to answer, but no one did. I didn't want to make a fuss, so I just kept ringing the bell and waited. It was only after an hour that people started making a hue and cry about it. The watchman came along with others. Soon the lift was repaired, and it started working. I was stuck for 90 minutes. It was a scary experience.

4. Write about an unpleasant experience you had recently in your diary.



Exercises

1. You are Sid. You celebrated your twelfth birthday with a lot of pomp and show with your family and friends. Share the day's experience in a diary note.
2. In a diary note share the best day of your life.
3. In a diary note share the worst experience of your life.
4. In a diary note share a visit to a place.
5. In a diary note share an adventure you had.
6. You are feeling very nervous about the upcoming half yearly examinations because you have not prepared very well. Write a diary entry expressing your fear.

Letter Writing

Letter writing is one of the oldest forms of communication. Letters are of two types: informal and formal.

- We write informal letters to our near and dear ones like our parents, friends and relatives when we are away from them.
- Informal letters are written in an informal and simple language with a personal touch.
- Formal letters, include letters to the school principal, teacher, a newspaper or someone we do not know.
- Formal letters are written for business and official purposes.
- The language used in formal letters should be formal, precise and business like.

Format includes

- your address at the top right-hand corner of the page
- the date on which the letter is being written
- salutation, the name of the person to whom you are writing the letter
- the address of the person you are writing the letter to (if formal)
- content
- complimentary closing
- your own name at the end of the letter

Here are a few letters written for your better understanding:

INFORMAL LETTER

1. Write a letter to your aunt thanking her for the beautiful digital photo frame that she brought for you from Hong Kong. You are Karan of Ashiyana Housing Society, Noida.

Ashiyana Housing Society
Noida

Sender's Address

15th January 2018

Date

My dear Aunt

Salutation

I hope you had a wonderful trip in Hong Kong. You are looking amazing in all the pictures that you have clicked there.

Aunt, let me tell you how thrilled I am to get the really awesome gift that you have brought for me from Hong Kong. I always knew that you are very good at choosing gifts for people. Since long I was planning to buy a Digital Photo Frame for myself. In fact, I was saving my pocket money to buy one. Thank you so much Aunt for this lovely gift. I have placed it on my study table.

Body (no indents)

Give my regards to uncle.

Complimentary Closing

Your loving nephew
Karan

Signature

2. Write a letter to your grandparents about your plans to visit them during the summer holidays. In the letter, also tell how you would like to spend your time with them.
(Hint: Talk about the things that you usually do at your grandparents' house and what you have planned to do this time when you visit them.)

XYZ House number

XXX Road

City

Date

Dear Grandpa and Grandma,

Hope you are fine. You will be happy to know that I am visiting you during my summer vacations with sister.

You know how much I love coming to your house in the village. Like previous times, I would like to go swimming in the village pond. I would like to help you plant new plants and water your garden. I would also help you in mowing the garden. I would help grandma in making her special mango pickle by plucking raw mangoes from the orchard. I would also take care of the horse and its pony in your stable. I am also looking forward to the special dishes made by grandma.

I would also like to go for walks with you and visit your friends in the evening. I am sure my sister would like to join me in all these activities.

I am eagerly waiting for my vacations to start so that I can be with you all as soon as possible.

Yours lovingly,

Grandson/grand daughter



Formal Letter

1. Write an application to your principal, requesting a few days off from school due to an important family event. Make sure to give necessary details, such as, when you will be going, for how long, and why.

The Principal

XYZ School

Delhi

8th September 2018

Subject: Request for leave to attend a family function

Dear Madam,

I am a student of grade 6 and my roll number is 21. I am writing to request you to grant me leave from school for seven days (from September 21 - September 27, 2018) to attend a religious function in my native place.

My native place is in Gujarat and both my parents will be required to attend the function. Hence, they cannot leave me here alone. Moreover, it is necessary for the eldest child of each family to attend the event.

I assure you that my absence will not hinder my academics and I will try my best to catch up with whatever has been taught during those days. I will be obliged if you grant me the leave.

Thanking you.

Yours sincerely,

2. Write an application to your class teacher to allow you to skip the morning assembly for a few days as you have fractured your leg. You are Kaushik of Class 6, Modern High School, Shimla.

The Class Teacher

Class VI

Modern High School

Shimla

June 4th 2018

Subject: Request for exemption from morning assembly

Dear Madam,

I had fallen down yesterday in the school playground during the lunch break and fractured my left leg. Owing to this I will not be able to stand for long hours.

Therefore, I kindly request you to exempt me from the morning assembly for a few days until my cast is removed.

Yours sincerely,

Kaushik

Class VI

Exercises

1. Write a letter to your father requesting him to send you two-thousand rupees as you have to buy a cricket kit for yourself, since you have been selected for the under thirteen cricket team of your school. You are Manu of Raja Harishchandra Road, Gwalior.
2. Write a letter to your mother telling her how delicious the cake was which she made for you and that all your roommates shared and enjoyed the cake. You are Shailendra of Gandhi Colony, Indore.



3. Write a letter to your friend inviting her to spend her summer vacations with you. You are Gayatri of Digboi, Assam.
4. Write a letter to your cousin, Nandini, who couldn't attend your Uncle's wedding telling her how you missed her on the occasion. You are Tanisha of Kolkata.
5. Write an application to your class teacher telling him that you have lost your Science test copy and therefore to excuse you for not getting your Parent's signature on it. You are Ravi of class VI, Army Public School, Bardhaman.
6. Write a letter to the Principal of your school requesting him to grant you leave for five days as you have to leave for your mother's medical check-up at Chennai. You are Kusum Rai of Maharishi Vidya Mandir, Bhubaneswar.
7. You are Pranav Kumar of St. Joseph School, Kulu. Write a letter to the Principal of your school to allow you to join in the inter-school music competition to be held in Shimla.
8. Write a letter to your class teacher on behalf of the class, requesting him to change the Mathematics period from fifth period to sixth period as, soon after lunch, everybody feels very tired and cannot concentrate well. You are Shipra, the class monitor of Class VI B of Lady Bird Higher Secondary School, Ahmedabad.

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Invitations

Invitation is a friendly, personal or formal request to someone to attend an event, a party or a meeting.

- Invitations can be formal or casual.
- For formal invitation, the language used should be formal.
- For casual invitations, the language used can be friendly and informal.
- Care should be taken to include the important details like date, time, venue, and name of the event. Here are a few examples of invitation.

Casual Invitation

1. On 15th April, Arushi is organizing a party in her house on the occasion of her birthday. As Arushi, send a written invitation to her friend Nikhil mentioning the necessary details.

Invitation

To

Nikhil,

Please join me on 15th of April at 4.00 p.m. on the terrace of my house to celebrate my birthday.

A lot of fun is promised!

From

Arushi

Formal Invitation

2. You are Naveen Bhatia of 64/7 Karol Bagh, New Delhi. Your brother Umesh is getting married to Shikha on 6th of December 2018 in Millenium Marriage Hall, New Delhi. The reception starts at 8.00 p.m. Draft an invitation on behalf of Naveen.



Exercises

1. You are Puneet. Invite your friend Vijay to attend a dinner party on 3rd May at your house on the occasion of your sister's birthday.
2. Mr and Mrs Chatterjee of New Colony, Raipur are getting their daughter married to Sunil on 17th September 2018, at Hotel Ram Villas, Raipur. The reception is at 6.00 p.m. On behalf of Mr and Mrs Chatterjee, draft a formal invitation.

Words

HOMONYMS, HOMOPHONES AND HOMOGRAPHS

Study the following table.

Homonyms	Homophones	Homographs
<i>Multiple meaning words with same spelling and pronunciation</i>	<i>Words that sound alike but have different meanings and spellings</i>	<i>Same spelling, different pronunciation, different meanings</i>
bat the night animal... the baseball bat...	to fetch a pail of water her face turned pale	desert (dɪ'zɜ:(r)t) = abandon desert (dezət) = dry land
suit yourself... wore a suit ...	I want to go I like it too One plus one is two	bass (bass) = fish bass (base) = instrument
weigh on the scale ... scale the wall...	Get up son the sun is high in the sky	close (kloʊs) = nearby close (klōz) = to shut
the price is fair ... go to the fair ...	write the right thing	bow (baʊ) = to bend down bow bəʊ = ribbon

Homophones are words that sound the same, but have completely different meanings, at times, different spelling.

Homonyms are words that sound alike but have different meanings and spellings.

Homographs are words that are spelled the same but have different meanings.

Exercise 1

Choose the correct word to complete the following sentences.

1. I _____ the papers in the dustbin. (threw/through)
2. He is physically a _____ child. (week/weak)
3. The cold wind _____ across the ocean. (blew/blue)
4. I was _____ to death as there was nothing to do. (bored/board)
5. I worked for an _____ to complete my work. (our/hour)
6. I got the lower _____ in the train. (birth/berth)
7. The horseman _____ through the forest. (rode/road)
8. India _____ New Zealand in the cricket match. (beet/beat)
9. The parents told the children not to _____ the glasses. (brake/break)
10. We went to _____ the India Gate. (see/sea)

Exercise 2

Use the following word pairs in sentences of your own giving two separate meanings for each pair. (You can consult the dictionary for meanings.)

1. i. light _____
ii. light _____
2. i. bear _____
ii. bear _____
3. i. content _____
ii. content _____
4. i. park _____
ii. park _____
5. i. book _____
ii. book _____



6. i. object _____
 ii. object _____
7. i. subject _____
 ii. subject _____
8. i. bank _____
 ii. bank _____

COLLOCATIONS

Study the sentences below:

- She was *discharged from hospital*.
 Not: She was released from hospital.
- He *was released from the jail*.
 Not: He was discharged from the jail.

The phrases in the sentences above are examples of **collocation**. A collocation is two or more words that often go together. These combinations just sound 'right'.

Here are some more collocations:

make the bed: *You need to make the bed every day.*

do the homework: *I do my homework after dinner.*

take a risk: *Some people never take enough risks in life.*

give someone advice: *The teacher gave us some advice on taking tests.*

open an account: *Would you like to open an account at our bank?*

forgive a debt: *Do you think the bank would forgive a debt?*

land a deal: *We landed a deal worth \$3 million.*

receive a discount: *If you buy three computers you'll receive a discount.*



Types of Collocation

There are several different types of collocation made from combinations of verb, noun, adjective, etc. Some of the most common types are:

- Adverb + Adjective: I was **completely satisfied** with my performance.
- Adjective + Noun: We could not go out because of **heavy rain**.
- Noun + Noun: Our manager has gone for a **business deal**.
- Verb + Noun: The young man **committed blunders**.



- Verb + Preposition: The woman **burst into** tears.
- Adverb + Verb: I **completely forgot** about my homework.

Exercise 3

Choose the correct words from the brackets to complete the following sentences.

1. What do you _____ for a living? (do/make)
2. Have you _____ your homework already? (done/finished)
3. We have _____ weather today. (nice/pretty)
4. I'm going to _____ a phone call. (make/do)
5. Please _____ me a favour. (do/make)
6. It was raining _____. (heavily/strongly)
7. The _____ wind caused a great deal of damage. (strong/heavy)
8. She burst into _____ on getting the news. (tears/smiles)



Exercise 4

Fill in the blanks with the words given in the box below.

acute receive far-reaching utter burst vaguely turned tackled

1. He talks _____ nonsense.
2. There is an _____ shortage of water in the city.
3. He bravely _____ the problem.
4. I _____ remember meeting her.
5. The woman _____ a blind eye to her son's faults.
6. Mother worked hard because she wanted her daughter to _____ good education.
7. The audience _____ into laughter when the clown walked in.
8. Are you aware of the _____ consequences of your behaviour?

PHRASAL VERBS

We have read about phrases in the first chapter. Phrasal verbs have a verb in it. Note them.

ask around	to enquire
bring about	cause

bring up
call back
call off
check in
come across
cross out
drop by /in
drop off
eat out
figure out
find out
get along (with)
get back (from)
get into
get off
get on
get out of
get over
get up
give back
give up
go over
grow up
hand in
keep out (of)
keep away
look after
look into
look out (for)
look over
look up
make up
name after
pass out

rear children, mention or introduce a topic
return a telephone call
cancel
register at a hotel
find by chance
draw a line through
visit informally
leave something
to eat in a restaurant
find the answer by logic
discover information
to have a good relationship with
return from somewhere, receive again
get involved
deboard any vehicle
enter any vehicle
leave a place, avoid some unpleasant activity
recover from an illness
arise from bed, a chair, etc.
return something to someone
stop doing something
review or check
grow older
submit an assignment
not enter
be at a distance
take care of
investigate
be careful
review or check
look for information in a reference book
invent, do past work
give a baby the name of someone else
distribute, lose consciousness



pick out
pick up
point out
put back
put on
put up with
run into
run across
run out (of)
show up
take after
take off
take out
take over
tear down
throw away
throw up
turn down
turn in
turn off
turn on
turn up
wake up

select
go to get someone
call someone's attention to
return to original position
dress
tolerate
meet by chance
find by chance
finish a supply of something
appear, come to
resemble
remove clothing, leave the ground (aeroplane)
take someone on a date, remove
take control
demolish, reduce to nothing
discard; get rid of
vomit
decrease volume
submit classwork, go to bed
stop a machine, equipment, light, etc.
start a machine, equipment, light, etc.
increase volume or intensity
arise from sleep



Read the following sentences.

- The plane to Paris **took off** late.
- Max **came into** the picture when his uncle died.

The words *took off* and *came into* are **phrasal verbs**. A phrasal verb is a verb that is made up of a main verb together with an adverb or a preposition, or both.

Exercise 5

Complete each sentence with a phrasal verb choosing the correct option.

1. My car _____ on the freeway.

- i. broke down ii. broke up iii. broke through

2. The thief managed to _____ the police barricade.
i. break in ii. break through iii. break on
3. Could you fill _____ this application form, please?
i. on ii. up iii. in
4. Hey, _____ the girl with the red hair. She looks suspicious.
i. check out ii. check in iii. check at
5. _____! Things will get better.
i. Cheer on ii. Cheer at iii. Cheer up
6. The police are trying to _____ on drunk drivers.
i. crack up ii. crack down iii. crack through
7. The way he shouted at us put me _____.
i. off ii. on iii. out
8. I thought the movie was going to end, but it just _____.
i. dragged in ii. dragged on iii. dragged into
9. I'm tired because I _____ at 5 AM this morning.
i. got around ii. got up iii. got on
10. Friends can help you to _____ a difficult time in your life.
i. get around ii. get by iii. get through

Exercise 6

Fill in the blanks with correct *phrasal verbs* to form meaningful sentences.

1. Quick! _____ the bus. It's ready to leave.
2. I don't know where my book is. I must _____ it.
3. It's dark inside. Can you _____ the light, please?
4. _____ the form, please.
5. It's warm inside. _____ your coat.
6. This dress is old. You can _____ it.
7. It's so loud here. Can you _____ the radio a little.
8. The firemen were able to _____ the fire in Church Street.
9. Reeja's room is a total mess after the party. I will help her _____.
10. When we _____ to the room, she had already left.



WORDS OFTEN MISUSED

English can be tricky, and, a lot of times, the words that sound similar may have different meanings. These words can get confusing if not used in the right context. With the words listed below, their correct use will be clear.

Accept/Except

Accept means to receive something willingly, as in:

She accepted the gift graciously.

Except signifies exclusion, as in:

I can attend every meeting except the one next week.

Adapt/Adopt

Adapt means to change something to fit new situations. When we adapt — we change in a way that allows us to deal with the new circumstances.

However, when you adopt something, you consciously select it and accept it as your own.

Affect/Effect

In everyday speech, affect is a verb. It means to influence someone; while effect is commonly used as a noun meaning the result or impact of something, an outcome.

Your job was affected by the organizational restructuring, but these changes will be on effect from Monday.

Climactic/Climatic

Climactic describes the climax, highest point, the most intense part of a movie, play, song, or, well, anything. *I loved the climactic ending of the play.*

Climatic refers to the climate, as in: *More climatic changes are expected with global warming.*

Envelop/Envelope

To envelop is to surround something completely, as in: *Fog can envelop the city.*

However, an envelope is a piece of paper you put your documents in, as in: *Here are some envelopes waiting to be opened.*

Lie/Lay

Lie also means to recline, as in: *Why don't you lie down and rest?*

Lay requires an object, as in: *Lay the book in the shelf.*

It's more confusing in the past tense. The past tense of lie is—lay: *I lay down for an hour last night.*

And the past tense of lay is laid: *I laid the book in the shelf.*



Bring/Take

Bring and take both describe transporting something or someone from one place to another, but the correct usage depends on the speaker's point of view. Somebody brings something to you, but you take it to somewhere else: 'Bring me the mail, then take it to your room.'

Just remember, if the movement is toward you, use bring; if the movement is away from you, use take.

Complement/Compliment

A complement is something that completes something else. It's often used to describe things that go well together:

Chester's lime green boots were a perfect complement to his jacket.

A compliment is a nice thing to say: *Jonsey received many compliments on her purple dress.*

Disinterested/Uninterested

Disinterested means impartial: *A panel of disinterested judges who had never met the contestants before judged the singing contest.*

Uninterested means bored or not wanting to be involved with something: *Ali was uninterested in attending the history class.*

Empathy/Sympathy

Empathy is the ability to understand another person's perspective or feelings.

Sympathy is a feeling of sorrow for someone else's suffering. A sympathizer is someone who agrees with a particular ideal or cause.

Farther /Further

Farther refers to physical distance, while further describes the degree or extent of an action or situation. 'I can't run any farther,' but 'I have nothing further to say.'

If you can substitute 'more' or 'additional,' use further.

Fewer/Less

Use fewer when you're referring to separate items that can be counted; use less when referring to a whole: 'You have fewer dollars, but less money.'

Here is a list of words often confused

Confusables

adverse

averse

Meanings

unfavourable, harmful

strongly disliking; opposed



advice	recommendations about what to do (noun)
advise	to recommend something (verb)
aisle	a passage between rows of seats
isle	an island
all together	all in one place, all at once
altogether	completely; on the whole
aloud	out loud
allowed	permitted
altar	a sacred table in a church
alter	to change
amoral	not concerned with right or wrong
immoral	not following accepted moral standards
appraise	to assess
apprise	to inform someone
assent	agreement, approval
ascent	the action of rising or climbing up
aural	relating to the ears or hearing
oral	relating to the mouth; spoken
balmy	pleasantly warm
barmy	foolish, crazy
berth	a bunk in a ship, train, etc.
birth	the emergence of a baby from the womb
born	having started life
borne	carried
bough	a branch of a tree
bow	to bend the head; the front of a ship
brake	a device for stopping a vehicle; to stop a vehicle
break	to separate into pieces; a pause
breach	to break through, or break a rule; a gap
breech	the back part of a gun barrel



canvas	a type of strong cloth
canvass	to seek people's votes
censure	to criticize strongly
censor	to ban parts of a book or film; a person who does this
cereal	an edible grain; a breakfast food made from grains
serial	happening in a series
chord	a group of musical notes
cord	a length of string; a cord-like body part
coarse	rough
course	a direction; a school subject; part of a meal
complacent	smug and self-satisfied
complaisant	willing to please
currant	a dried grape
current	happening now; a flow of water, air, or electricity
defuse	to make a situation less tense
diffuse	to spread over a wide area
discreet	careful not to attract attention
discrete	separate and distinct
dual	having two parts
duel	a fight or contest between two people
elicit	to draw out a reply or reaction
illicit	not allowed by law or rules
exercise	physical activity; to do physical activity
exorcise	to drive out an evil spirit
fawn	a young deer; light brown
faun	a mythical being, part man, part goat
flaunt	to display ostentatiously
flout	to disregard a rule
forbear	to refrain
forebear	an ancestor



foreword	an introduction to a book
forward	onwards, ahead
freeze	to turn to ice
frieze	a decoration along a wall
loose	to unfasten; to set free
lose	to be deprived of; to be unable to find
pedal	a foot-operated lever
peddle	to sell goods
pole	a long, slender piece of wood
poll	voting in an election
prescribe	to authorize use of medicine; to order authoritatively
proscribe	to officially forbid something
sceptic	a person inclined to doubt
septic	infected with bacteria
sight	the ability to see
site	a location
titillate	to arouse interest
titivate	to make more attractive
tortuous	full of twists; complex
torturous	full of pain or suffering

Exercise 7

Given below are a few word pairs. Find out the meanings of each pair of words and use them in sentences of your own. You can use the dictionary for meanings.

- | | | |
|----------------------|---------------------------|---------------------------|
| 1. course/coarse | 2. stationary/stationery | 3. principle/principal |
| 4. formally/formerly | 5. inquiry/enquiry | 6. assure/ensure |
| 7. degrade/denigrate | 8. purposefully/purposely | 9. yoke/yolk |
| 10. bare/bear | 11. flounder/founder | 12. bazaar/bizarre |
| 13. council/counsel | 14. cue/queue | 15. curb/kerb |
| 16. ensure/insure | 17. desert/dessert | 18. complement/compliment |



Listening Text

1. Passengers! Your Attention.
Train No. 6453, The Purvashree Express, bound for Varanasi will leave at 21.30 hours from platform 8.
2. MR. ANIK SHARMA : Good morning, Dr. Mehra.
DR. MEHRA : Good Morning. What brings you here?
MR. ANIK : I am having high fever since yesterday.
DR. MEHRA : Hmm. Do you have any other symptoms?
MR. ANIK : Yes, I also have headache and nausea.
DR. MEHRA : Let me check your temperature. (pause) Well, the thermometer shows 102 degrees. Don't worry. I am giving you some medicines you will be fine in a couple of days. It's just a common flu.
MR. ANIK : Thank you, doctor.
DR. MEHRA : You are welcome. Just drink plenty of water, juice and eat light food. Also take complete rest. And see me after two days if the fever doesn't come down.
MR. ANIK : Thank you, doctor.
3. Tigers are the largest of the big cat family. The average male tiger's body grows 2 m long. It has a tail which is one metre long. Tigers live in the forests of Asia, Sumatra and Java. As hunters are killing them for their skin, they are becoming rare. They prey on large animals, such as deer, buffaloes, antelopes and wild pigs. Silence and stealth are their main hunting skills. The jaws of the tiger contain long pointed front teeth, which it uses to stab the prey. When a tiger growls, the sound can be heard at a distance of 4 to 5 kilometers. Most tigers have yellow eyes but white tigers have blue eyes.
4. The Himalayas are the highest and one of the youngest mountain ranges in the world. Their origin can be traced to the Jurassic era, which is about 80 million years ago. The Himalayas, literally translated as the land of snow, are the great mountain range of Asia, home to the highest (tallest) peaks in the world. The Himalayas contain 9 of the 10 highest peaks in the world. Among these peaks are the world's highest mountain peak, Mount Everest, which is on the Nepal-Tibet border and is 8,850 meters.
5. TEACHER : Please submit your test copies.
STUDENT : Sir, I did not bring it.
TEACHER : You stand here. Why did you not bring it?
STUDENT : Sir, I kept it on the table but I forgot to put it in my bag.
TEACHER : O, this is the same excuse you give all the time.
STUDENT : Sir, last time I made a different excuse. I said I have lost my copy.
TEACHER : So, you agree that you lie and you make excuses.
STUDENT : Sorry, Sir.
TEACHER : You tell your father to meet me tomorrow.
6. Almonds are a rich source of vitamins, minerals, proteins and fibers and are very good for health. Just a handful of almonds contain one-eighth of our daily protein needs. Almonds can be eaten in any form, raw or roasted as one wishes. Almonds are in fact seeds and are therefore not considered as nuts.
Almond trees are believed to have been one of the earliest trees to have been domesticated and most probably in Jordan, many thousand years back.
Eating almonds can boost levels of vitamin E. Vitamin E is a powerful antioxidant that defends our cells against damage.
Almond is also helpful in keeping away heart diseases and cancer. Due to the high levels of magnesium found in almonds, it is believed that almonds may help keep blood sugar under control.
7. Today was a very hot day. Ashok went to his office in a bus and was feeling exhausted when he reached office. Maya, Ashok's colleague, happily announced that her brother was getting married the next week. Immediately the curious Sheetal asked Maya, when she was getting married. To this, Prem, their friend who was feeling sad because he had lost his wallet in the morning, snapped at them and told them to stop chatting and pay attention to their work. Suddenly everyone became alert when their angry boss, Vikram, entered the room.
8. MAN 1 : Excuse me, is there an ATM nearby?
MAN 2 : Yes, of course. There's one in the Race Course Road.
MAN 1 : How far is it from here?
MAN 2 : Not very far. You just have to walk for ten minutes. Just cross the next two signals and you will get it on the left hand side. Actually it's just next to a petrol pump.
MAN 1 : Thank You.
9. Last Sunday I went to the bus terminus to take a bus from Delhi to Dehradun. It was a very crowded and noisy place. I could see large numbers of cars, rickshaws, and scooters parked outside the bus stand. My bus was scheduled to leave at 6.00 p.m. and I reached the bus stand at 5.00 p.m. So I bought some samosas and jalebis from a nearby food stall. From there, I could see passengers in a long queue buying tickets. I could see many people eating, taking tea, buying newspapers, and books. I too bought a book. I bought A Tale of Two Cities written by Charles Dickens. I also bought a Tintin. Soon it was time for my bus to leave, so I quickly rushed to get into the bus.
10. Manipur is a beautiful state in India which is located in the northeastern part of the country. Its capital is Imphal. The state has Nagaland in the north and Burma in the east and Assam in the west. It has a population of 24 lakhs and the chief occupation of the people is agriculture. Rice is the main crop grown there. The Manipuri men wear dhoti and the women wear a sarong. Manipur is also known for its rich handloom industry. The Manipuris love to eat vegetables and fish with rice. KEIBUL LAMJAO is the only floating national park in the world and it is located in this beautiful state.

- Words ending in ‘-ery’ are nearly always nouns and sometimes adjectives and they are often related to words ending in ‘-er’ (feathery from feather; blustery from bluster).

Examples: machinery; bravery; robbery; trickery; discovery; delivery; bakery

- Words ending in ‘-ary’ can be nouns (boundary, anniversary); adjectives (ordinary, customary) or both (contemporary, subsidiary).

Examples: Imaginary; dictionary; solitary; secondary; voluntary

Exercise 9

Form new words from the following words using *-ory*, *-ery* or *-ary*. Make any other changes that are necessary.

- | | | |
|-----------------|--------------------|-----------------|
| 1. machine_____ | 2. vision_____ | 3. slipper_____ |
| 4. advise_____ | 5. mock_____ | 6. diction_____ |
| 7. brew_____ | 8. compliment_____ | |

Spellings in the past tense

Rules of forming spellings in past forms:

- Verbs ending in *e* which is silent take *-d* in the simple past. (live = lived)
- Verbs ending in a vowel + *y* take *-ed* in the simple past. (enjoy = enjoyed)
- Verbs ending in a consonant + *y* take *-ied*. (carry = carried)
- All other verbs take *-ed* in the simple past. (wait = waited)
- If there is a consonant after a stressed vowel at the end of the word, then double the consonant before adding *-ed*. (crop = cropped)
- If the vowel is not stressed then do not double the consonant. (consider = considered)
- The consonant *l* is always doubled whether or not the last vowel is stressed. (travel = travelled)

For irregular verbs, there is no particular rule. You need to learn them.

Example: be = was/were; do = did; write = wrote

There are also some verbs that don’t change their form at all.

Example: burst, cut, hurt, put



Listen and Speak

Listen and speak are two most important language skills that allow an individual to comprehend and produce. In our day-to-day life listening is one skill that we require every moment. In school we must listen to the teacher's lecture, in a railway station or a bus station we listen to various announcements, we listen to the doctor's advice when in a doctor's chamber, and so on. Listening is the most important factor for effective communication. Therefore, listening is a skill that we should acquire and practise.

Important points one needs to remember while doing these exercises:

- One needs to be attentive to listen carefully.
- Listen to the words spoken carefully.
- Stay focused.
- Concentrate on what is being said and don't let yourself wander in thoughts.
- If you get distracted by your thoughts, immediately try to re-focus on what is being told.

Speaking is a skill we need to produce correctly what we think. It is also acquired through practice.

We will practise both listening and speaking in the following exercises. In the Speaking exercises, we will have discussions, debates and speech. They will be interactive and close to real-life situations.

Exercises

1. Listen carefully to announcement your teacher reads out in the class.

Now answer the following questions:

- (a) What is the train number?
- (b) What is the name of the train?
- (c) Where is the train going?
- (d) From which platform will the train leave?
- (e) At what time will the train leave?

You want to announce in the assembly that the school is going to hold a drawing competition on the world Environment day. Make the announcement in front of the class. Give details of the competition and ask students to check the notice board for further details.

2. Listen to the conversation between a doctor and a patient.

Now answer the following questions.

- (a) What is the name of the doctor?
- (b) What has happened to Mr Anik?
- (c) What does the thermometer show?
- (d) What does the doctor advise Anik to eat?
- (e) What does the doctor ask Anik to do if the fever doesn't come down?

Role play the conversation.

3. Listen to the passage about tigers that your teacher will read out in the class.

Now fill in the blanks based on what you heard just now.

Tigers belong to the (a) _____ family. The male tiger's body grow (b) _____ long and its (c) _____ is one meter long. Tigers are found in (d) _____. Tigers are becoming rare because (e) _____ them. The animals that the tigers prey on are (f) _____. The tiger uses its (g) _____ to stab the prey. A tiger's growl can be heard from a distance of (h) _____. The colour of a tiger's eyes is (i) _____ but a (j) _____ has blue eyes.



Trapping and poaching animals is causing many species to disappear. But many people are trying their best to save these animals. Discuss in class some of the ways in which these animals can be saved.

4. Listen to the passage about Himalayas carefully as your teacher reads it aloud in the class.

On the basis of what you heard, answer the following questions.

- (a) The origin of the Himalayas can be traced to which era?
- (b) What is the literal meaning of Himalayas?
- (c) How old is the Jurassic era?
- (d) Where is the world's highest peak located?
- (e) Mount Everest is 8,850 meters. True or False?

Give a speech on your favourite mountaineer.

5. Listen to the conversation between a teacher and a student that your teacher will read out in the class.

Now answer the following questions.

- (a) What did the teacher ask the students to do?
- (b) When the student told that he did not bring the test copy, what did the teacher ask him to do?
- (c) What was the reason he gave for not bringing the test copy?
- (d) On a previous occasion, he made a different excuse. What was it?
- (e) What did the teacher ask the student to tell his father?

What would you do if someone told you to steal something? You would refuse, wouldn't you? Because you believe that stealing is wrong. That belief is a value. We all have values that help us take decisions. Take turns to tell your class what values that are important to you and why. Role play the conversation.

6. Listen to the benefits of Almonds as your teacher reads out the passage.

Now answer the following questions.

- (a) Name at least two valuable nutrients found in almond.
- (b) How should one consume almonds?
- (c) Name the country where almond is believed to have been domesticated for the first time.
- (d) Name two diseases which can be prevented by regular consumption of almonds.



(e) What is found in almond that may help keep blood sugar in control?

Have a discussion on balanced diet in class.

7. Listen to the passage your teacher reads out. Pay attention to how the different people are feeling on a particular day.

Now on the basis of what you listened just now, match the following:

- | | |
|-------------|--------------|
| (a) Maya | 1. sad |
| (b) Sheetal | 2. angry |
| (c) Vikram | 3. exhausted |
| (d) Prem | 4. curious |
| (e) Ashok | 5. happy |

According to the instructions given in brackets, how would you ask the following:

- (a) Your sister to close the door. (request)
- (b) Your teacher if you can enter the class. (permission)
- (c) Your friend's mother, if your friend can come over. (permission)
- (d) A waiter for serving you well. (thank you)

8. Listen to the conversation your teacher reads out in the class.

Now answer the following questions:

- (a) For how long does the man have to walk to get an ATM?
- (b) Where is the ATM located?
- (c) On which side of the road is the ATM located?
- (d) How many signals does he have to cross to reach the ATM?
- (e) What is next to the ATM?

Role play the conversation with your partner.

9. Listen to the passage your teacher reads out in the class.

Now complete the following statements based on what you listened:

- (a) The narrator was going from _____ to _____.
- (b) He ate _____ in the food stall.
- (c) He saw the passengers in a long queue to buy _____.
- (d) He bought a book written by _____ and a Tintin.



(e) The bus was scheduled to leave at _____.

(f) The narrator however reached the bus stand at _____.

Some of your classmates wish to travel to the holiday destination that you had been to last year. They want to know what you did during your stay there. Tell them about your experience, what you did on your holiday, and suggest the places they can visit.

10. Listen to the description of Manipur your teacher reads out.

Now based on what you listened just now, complete the information given below:

Manipur

Capital	
Neighbours	
Place of Interest	
Population	
Occupation	
Industry	
Dress	
Food	

Now describe Manipur in your own words before the class.



Listening Text

1. Passengers! Your Attention.
Train No. 6453, The Purvashree Express, bound for Varanasi will leave at 21.30 hours from platform 8.
2. MR. ANIK SHARMA : Good morning, Dr. Mehra.
DR. MEHRA : Good Morning. What brings you here?
MR. ANIK : I am having high fever since yesterday.
DR. MEHRA : Hmm. Do you have any other symptoms?
MR. ANIK : Yes, I also have headache and nausea.
DR. MEHRA : Let me check your temperature. (pause) Well, the thermometer shows 102 degrees. Don't worry. I am giving you some medicines you will be fine in a couple of days. It's just a common flu.
MR. ANIK : Thank you, doctor.
DR. MEHRA : You are welcome. Just drink plenty of water, juice and eat light food. Also take complete rest. And see me after two days if the fever doesn't come down.
MR. ANIK : Thank you, doctor.
3. Tigers are the largest of the big cat family. The average male tiger's body grows 2 m long. It has a tail which is one metre long. Tigers live in the forests of Asia, Sumatra and Java. As hunters are killing them for their skin, they are becoming rare. They prey on large animals, such as deer, buffaloes, antelopes and wild pigs. Silence and stealth are their main hunting skills. The jaws of the tiger contain long pointed front teeth, which it uses to stab the prey. When a tiger growls, the sound can be heard at a distance of 4 to 5 kilometers. Most tigers have yellow eyes but white tigers have blue eyes.
4. The Himalayas are the highest and one of the youngest mountain ranges in the world. Their origin can be traced to the Jurassic era, which is about 80 million years ago. The Himalayas, literally translated as the land of snow, are the great mountain range of Asia, home to the highest (tallest) peaks in the world. The Himalayas contain 9 of the 10 highest peaks in the world. Among these peaks are the world's highest mountain peak, Mount Everest, which is on the Nepal-Tibet border and is 8,850 meters.
5. TEACHER : Please submit your test copies.
STUDENT : Sir, I did not bring it.
TEACHER : You stand here. Why did you not bring it?
STUDENT : Sir, I kept it on the table but I forgot to put it in my bag.
TEACHER : O, this is the same excuse you give all the time.
STUDENT : Sir, last time I made a different excuse. I said I have lost my copy.
TEACHER : So, you agree that you lie and you make excuses.
STUDENT : Sorry, Sir.
TEACHER : You tell your father to meet me tomorrow.
6. Almonds are a rich source of vitamins, minerals, proteins and fibers and are very good for health. Just a handful of almonds contain one-eighth of our daily protein needs. Almonds can be eaten in any form, raw or roasted as one wishes. Almonds are in fact seeds and are therefore not considered as nuts.
Almond trees are believed to have been one of the earliest trees to have been domesticated and most probably in Jordan, many thousand years back.
Eating almonds can boost levels of vitamin E. Vitamin E is a powerful antioxidant that defends our cells against damage.
Almond is also helpful in keeping away heart diseases and cancer. Due to the high levels of magnesium found in almonds, it is believed that almonds may help keep blood sugar under control.
7. Today was a very hot day. Ashok went to his office in a bus and was feeling exhausted when he reached office. Maya, Ashok's colleague, happily announced that her brother was getting married the next week. Immediately the curious Sheetal asked Maya, when she was getting married. To this, Prem, their friend who was feeling sad because he had lost his wallet in the morning, snapped at them and told them to stop chatting and pay attention to their work. Suddenly everyone became alert when their angry boss, Vikram, entered the room.
8. MAN 1 : Excuse me, is there an ATM nearby?
MAN 2 : Yes, of course. There's one in the Race Course Road.
MAN 1 : How far is it from here?
MAN 2 : Not very far. You just have to walk for ten minutes. Just cross the next two signals and you will get it on the left hand side. Actually it's just next to a petrol pump.
MAN 1 : Thank You.
9. Last Sunday I went to the bus terminus to take a bus from Delhi to Dehradun. It was a very crowded and noisy place. I could see large numbers of cars, rickshaws, and scooters parked outside the bus stand. My bus was scheduled to leave at 6.00 p.m. and I reached the bus stand at 5.00 p.m. So I bought some samosas and jalebis from a nearby food stall. From there, I could see passengers in a long queue buying tickets. I could see many people eating, taking tea, buying newspapers, and books. I too bought a book. I bought A Tale of Two Cities written by Charles Dickens. I also bought a Tintin. Soon it was time for my bus to leave, so I quickly rushed to get into the bus.
10. Manipur is a beautiful state in India which is located in the northeastern part of the country. Its capital is Imphal. The state has Nagaland in the north and Burma in the east and Assam in the west. It has a population of 24 lakhs and the chief occupation of the people is agriculture. Rice is the main crop grown there. The Manipuri men wear dhoti and the women wear a sarong. Manipur is also known for its rich handloom industry. The Manipuris love to eat vegetables and fish with rice. KEIBUL LAMJAO is the only floating national park in the world and it is located in this beautiful state.

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